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ABSTRACT

The four case studies presented in this manual were designed to illustrate different approaches to the preparation of interns for low-income area schools offered by Teacher Corps programs around the country. The introduction presents the objectives of the manual and possibilities for its use. The research background for the case studies is given, and some lessons learned from the studies are discussed. The four case studies, based on interviews with Teacher Corps staff members, are presented in the second section. Each of the studies was organized according to the following topics: (1) the intern's family, socioeconomic, and educational background; (2) the initial orientation period before the Corps Member Training Institute (CMTI), with particular emphasis on any activities aimed at introducing the intern to low-income communities or schools; (3) the intern's experiences at CMTI; (4) post-CMTI activities and courses designed to further acquaint the intern with the low-income community or school; (5) the academic training offered to the intern during the first year; (6) the intern's first year experiences; (7) the intern's community activities during the first year; and (8) the intern's future plans at the end of the first year. Following the case studies are critical reviews written by two educators with differing perspectives on the four studies. The fourth section offers discussion questions and exercises to stimulate further thinking on topics addressed by the case studies. (JD)

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PREPARING TO TEACH IN LOW-INCOME AREA SCHOOLS

A Case Study Users' Manual

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INTRODUCTION

What does a teacher need to know to teach in a low-income area school? What skills are needed? What attitudes or awarenesses? What types of preparatory experiences? The four case studies presented here offer some possible answers to these questions. They also raise some unanswered questions about the preparation needed by teachers entering low-income area schools.

If you are an intern, a Project Director, or a teacher participating in in-service training through a Teacher Corps program, or if you are involved in a teacher education program other than the Teacher Corps, you may find this manual of assistance. The four case studies include accounts of both the successes and the failures of others who may have faced similar situations and encountered similar problems. The case studies focus on the training of interns in Teacher Corps pre-service programs. Ideally, however, this manual will prove valuable to a broader audience.

Using the Manual

The following list suggests some of the different uses to which the manual might be put by different audience groups:

- Interns

  Teacher Corps interns may wish to use this manual at the beginning of their training program as an orientation tool.

  Interns may also find using this manual at the end of the first year of their training a useful way of viewing the year's achievements in perspective.

- Staff

  Teacher Corps Directors may wish to use this manual with the members of their staff to raise programmatic issues.

  Teacher Corps Team Leaders may wish to use this manual to improve the skills and broaden the awarenesses of their interns.

Deans of Education may wish to use this manual as a working paper for faculty development.

- Teachers and other Educators

  Teacher Corps inservice teachers may wish to use this manual to check up on their skills and awarenesses.

  Teacher educators may wish to use this manual to provide introductory training experiences prior to field work.

  Non-Teacher Corps educators may wish to substitute their own program terminology for the Teacher Corps terms used here.

The above list of suggestions is only partial; ultimately, the uses of the manual will be determined by the creativity of its potential users.

Objectives: The primary purpose of this manual is to stimulate the thinking of those persons involved in the preparation of teachers for low-income area schools. As we prepared the case studies, it became apparent that many of the issues raised in the manual which pertain to socioeconomic status or the culture of poverty are of a particularly sensitive nature. These issues are especially sensitive because low-income and minority groups have historically been vicitimized by educators, researchers and others who have imposed their own negative preconceptions on members of those groups. To this day, many negative stereotypes and misconceptions exist with respect to low-income schools, low-income students and low-income families.

As a result, this manual has been designed to focus the efforts of those involved in teacher preparation on working toward the elimination of existing biases. This manual is intended to stimulate thinking which will lead to the development of a more fully conscious understanding of the dynamics of teaching in low-income area schools. By examining the case studies, we expect that readers will clarify those factors which help, as well as those factors which hinder, teachers entering low-income area schools.

The objectives of this manual can be summarized as follows:

- to counteract negative stereotypes about teaching in low-income area schools;
- to strengthen the skills of teachers entering low-income area schools;
- to cultivate appropriate attitudes for teachers entering low-income area schools;
- to promote understanding of appropriate training processes for teachers entering low-income area schools; and
- to increase awareness of issues relevant to low-income area schools.

Different Audiences: The above objectives have been designed to be relevant to as wide as possible a range of groups involved in teacher training for low-income area schools. However, it is inevitable that some aspects of the manual will be more appropriate for some persons than others. In particular, readers who have little or no direct involvement with pre-service interns will have to bear this in mind. Perhaps it will be helpful to remember that the intention of the manual is not to focus on the interns, but rather to use the interns' experiences as illustrations of the development of a teacher's perspective for teaching in low-income area schools.

The case studies illustrate the experiences of interns from a variety of different backgrounds who face a range of different teacher training situations. Similarly, we expect that readers will come to this manual with different sets of prior experiences, different goals, interests, and problems. Therefore, we expect you, as a user of the case studies, to pick and choose among the materials to find those most relevant to your specific needs.

For example, the nature and extent of your prior low-income experience will probably influence which materials hold the greatest relevance for you. If you have had little prior experience in a low-income area school or community, you may find the first case study of interest. This case describes Julie, an intern from a white middle-class background whose Teacher Corps training introduced her to low-income issues for the first

time. On the other hand, if you have had direct experience in a low-income setting, you may be more interested in reading about Jackson in case study #2. This case presents some of the concerns faced by a long-term low-income community resident during the process of teacher training.

Sections of the Manual: The manual consists of four sections. Each of these sections is described below, along with some suggestions regarding their use:

1) The introduction presents (a) the objectives of the manual, (b) possibilities for using the manual for a variety of different audience groups, (c) a research background to the case studies, and (d) some lessons to be learned from the case studies, from the point of view of the researchers. We suggest reading the introduction with an eye to identifying ways in which the manual might be most suited to your particular purposes.

2) The four case studies are presented in the second section of the manual. Each of the studies is prefaced by a one paragraph abstract highlighting some of the issues addressed in that particular study. We suggest that you review the abstracts to identify those case studies which might be of the most interest to you. The case studies do not need to be read in the order in which they are presented. We also caution the reader against attempting to cover too much material in too short a period of time. Since the four case studies address many similar or overlapping issues, the reader will probably gain more from an in-depth review of one study than from a cursory review of two or three studies.

3) Following the case studies is a critical review section written by educators with different perspectives on the four case studies. We suggest that you examine the critical views to gain additional insights into the lessons to be learned from the case studies. We also suggest that you reflect on the different interpretations and clarify the aspects of each with which you agree and disagree.

4) A section of sample discussion questions and exercises poses discussion items and activities pertaining to the case studies. The questions have been grouped according to the sectional headings used to organize the case studies (i.e., "background," "orientation," etc.) in order to facilitate easy referencing of the discussion items to their origins in the case studies' text. Each question is preceded by the case study number(s) to which it refers most directly. Those questions which can be used by a reader without reviewing that case study have been starred (*). Items with just a star (*) and no case study number are for general use. Please note that the discussion items do not need to be addressed in the order in which they are presented.

The discussion section includes a range of different types of items: questions to stimulate large group discussion, questions requiring written responses, questions requiring both written responses and small group interaction, simulation exercises, research efforts, and community or school projects. The user is cautioned against attempting too many items in a relatively short period of time. Rather, those items most appropriate for the needs of that user, or group of users, should be selected for primary focus.

The discussion questions and exercises should be considered samples of the types of questions which could be posed after reading the case studies. Readers are encouraged to generate their own questions and activities to express their own interests, perspectives, and training needs. Finally, users of the discussion questions should keep in mind the objectives of the manual, as stated on page 2 of the introduction. Many of the items raise questions about prevalent stereotypes and misconceptions regarding education in low-income areas. These questions are intended to serve a consciousness-raising purpose, and are in no way intended to perpetuate old stereotypes or biases.

Background to the Case Studies

This manual was developed to assist in the preparation of teachers for low-income area schools. The manual grew out of a case study investigation of Teacher Corps projects conducted by the American Institutes for Research under the supervision of Dr. Judith Berman. In response to an Office of Education request for proposals, a research project was designed to study the experiences of Teacher Corps interns receiving training for low-income area schools.

Methodology: At the outset of the project, four Teacher Corps projects, all from Program '78, were selected for participation. Criteria for the sample selection included racial and ethnic diversity among the project schools, a range of urban, suburban, and rural settings, not more than one project from any network, and nonparticipation in any other major Teacher Corps, or evaluation, research study. In addition, informal efforts were made to ensure that there was programmatic diversity among the four sites selected with respect to their approach to introducing teacher-interns to low-income area schools.

A one-week visit was made to each of the four sites by a two-person field research team. The team conducted interviews with a variety of groups at each site. They interviewed (1) the Project Directors and other key project staff members (i.e., the Team Leader, the Documentor, the Assistant Director), (2) all four of the teacher-interns, (3) a sample of teachers and administrators from local project schools, (4) a sample of higher education faculty, and (5) a sample of community persons including the Community Coordinator, members of the Community Council Policy Board and parents from the community. All interviews were conducted so as to ensure the confidentiality of the participants' responses.

The interviews followed a nonstructured format, employing an Interview Guide which served to remind the data collectors of topic areas to be covered during each interview. Following the interviews, the collectors completed Summary Sheets for each respondent, on which they recorded information gathered in each topic area listed. In addition to the scheduled

interviews, the data collection team made observations about the interns' experiences and recorded field notes during their visits to each site. They also collected project proposals, course schedules, and other relevant documents from each project.

Case Study Format: The data collected during the four site visits was then compiled into four case studies. Each of the studies was organized according to the following sections:

(1) Background--The intern's family, socioeconomic, and educational background has been described, indicating in particular any prior low-income experience which might influence the intern's subsequent Teacher Corps training.

(2) Orientation--The initial orientation period, before the Corps Member Training Institute (CMTI), has been detailed, with particular emphasis on any activities aimed at introducing the intern to the low-income community or schools. The intern's expectations and initial reactions to the program have been recorded.

(3) CMTI--An account has been given of the intern's experiences at CMTI, with respect to preparation for entering a low-income area school. The intern's impressions and major learning have been described.

(4) Post-CMTI--The remainder of the summer program, and the extent to which the effects of the CMTI experience have been carried over into the local project have been detailed, focussing on those activities and courses designed to further acquaint the intern with the low-income community or schools.

(5) Academic Coursework--The academic training offered to the intern during the first year has been outlined, including an explanation of the process of course selection, university-based courses, field-based courses, and inservice workshops or

seminars. Particular attention has been given to those courses which explicitly instruct the intern about teaching in a low-income area school; in the absence of courses directly addressing low-income issues, coursework with multicultural objectives has been discussed.

(6) School Experience--The intern's direct school experience during the first year has been described, including observation, practice teaching, and special projects. Emphasis has been placed on relating any incidents which serve to illustrate the intern's learning with regard to teaching low-income youngsters.

(7) Community Experience--The intern's community activities during the first year have been detailed, concentrating especially on those experiences which make explicit reference to low-income issues, and which emphasize school-community ties.

(8) Future Plans--The intern's future intentions as of the end of the first year period with respect to teaching in low-income area schools have been indicated.

Each study attempted to capture the essence of the interns' training experience with respect to low-income area schools, as revealed from the data collected. In each case, the experience of one intern was described, thus giving a portrayal of that project primarily through the eyes of one centrally involved individual. However, each individual portrait essentially formed a composite of data drawn from a number of different interviews at that site. Therefore, the persons represented are, in effect, of a fictitious nature and should not be identified with any specific individuals.

In writing each case study, every attempt was made to give as accurate account as possible of the training process for low-income area schools offered at that Teacher Corps site. However, the reader must bear in mind that data collection relied primarily on the subjective recall of the interns and other respondents. Thus, minor

omissions or distortions may have unintentionally resulted. Nevertheless, since the purpose of the case studies is to present a portrayal of different types of training porgrams, complete with the reactions of their participants, slight inaccuracies need not invalidate the studies.

The four case studies were designed to illustrate different approaches to the preparation of interns for low-income area schools offered by Teacher Corps programs around the country. The study was not intended to be evaluative in nature, but rather to discover and document the manner in which teachers in different programs were being introduced to teaching in low-income area schools. Therefore, the reader should not expect to find any one Teacher Corps program model emerging as clearly preferable over the others. Rather, the reader should think in terms of the lessons which are to be learned from all the approaches studied.

Lessons from the Case Studies

An examination of the case studies reveals that many lessons are to be gained from each with respect to training teachers for low-income area schools. Julie's experience in Teacher Corps Project A illustrates the importance of cultural sensitivity, particularly for a teacher-intern preparing to teach in low-income area schools. The development of cultural sensitivity is particularly important for interns with little or no prior low-income experience. Julie came to the Teacher Corps program with a value system and prejudices resulting from her social upbringing. Her experiences in the Teacher Corps forced her to become aware of cultural differences, and to begin to appreciate those differences.

At Teacher Corps Project A, Julie learned to appreciate differences in cultures along racial and ethnic lines, without much consideration for economic factors. As a result, she tended to equate low-income with non-whites, and essentially ignored the poor-white population, a sizeable group in her community. Although she was shocked by much of what she saw, she was able to make considerable progress over the year in overcoming many of her negative or stereotyped attitudes. Nevertheless, the development of cultural senstivity must be considered a long-term process.

Jackson's experience in Project B illustrates the importance of positive supportive human relationships, particularly for a teacher-intern preparing to teach in low-income area schools. Jackson had a certain degree of cultural sensitivity, implied by his own low-income background, as well as prior teaching experience in low-income schools. However, these skills were not sufficient to guarantee his success in the schools where he faced many pressures arising from the school structure, his relationships with other teachers, and the need for development of his own professionalism. In order to meet these challenges, Jackson would have needed the full support of the other interns and Teacher Corps staff.

Jackson's growing alienation appears to have arisen from a number of related factors: (1) Pre-service needs--interns have a different set of training needs than inservice teachers and Jackson needed to feel that he

belonged to a program which had his interests at heart; (2) Mutual support--Jackson needed to give and receive support with other interns who were sharing similar experiences, and with whom he could discuss his learnings. In addition, conflicts arising among members of a multicultural team often have added elements of stress and therefore require the sensitive facilitation of project staff for their resolution; (3) Positive staff relations--Jackson needed the support of staff members, particularly minority staff who would be sensitive to the issues he faced. Conflicts internal to the staff, particularly conflicts with a cultural dimension, had an indirect effect on the interns who tended to absorb the climate of their surroundings; and (4) Positive teacher relations--Jackson needed to develop positive supportive relations with members of the school faculty who were to introduce him to teaching in low-income schools; he needed a clearly defined and nonthreatening role.

Juanita's experience in Teacher Corps Project C illustrates the importance of developing a wide range of teaching skills, particularly for teacher-interns intending to teach in low-income area schools. For the most part, Project C treated Juanita with the assumption that she was already a dynamic teacher capable of succeeding in a low-income area school. This positive attitude was conveyed to all the interns as well as to her local school staff and members of the low-income community.

Juanita's introduction to low-income area schools was facilitated by her role as a special projects' consultant. Through the development and implementation of many creative ideas, Juanita learned first-hand about low-income area schools. The interns' training in Project C emphasized involvement in a variety of concrete and practical activities which would clearly benefit the members of the low-income school community.

In particular, Juanita was involved in activities related to the implementation of education that is multicultural. At Project C, it was assumed that increased cultural awareness would enhance the quality of education in low-income area schools. Therefore, Juanita and the other interns became familiar with curriculum materials, as well as supplementary

instructional aids. She learned by direct experience how to enrich the educational opportunities of low-income youngsters. While few of Juanita's activities involved actual classroom teaching experience, it was expected that her varied and active training program would equip her to serve as a teacher in low-income area schools.

Joyce's experience in Teacher Corps Project D illustrates the importance of understanding the impact of socioeconomic status, particularly for a teacher-intern planning to work in low-income area schools. It is not sufficient for an intern to develop cultural sensitivity; an understanding of cultural factors must be balanced by an understanding of economic factors. Furthermore, although not offered by Project D, a basis of comparison between low-income and middle-income schools appears to be essential if the intern is to finally understand the relativity of differences.

Clearly, the development of an understanding of socioeconomic factors related to teaching in a low-income area school is not a simple process, particularly for interns with little or no prior low-income experience. Experiences in the community as well as in the schools can provide interns with an understanding of all aspects of the lives of their low-income students. Joyce's case appears to demonstrate the need for adequate time to assimilate many new experiences without a work overload.

Joyce's experiences suggest the importance of a number of related aspects of training which is designed to increase the understanding of socioeconomic factors: (1) Culture of Poverty--Joyce needed to understand the impact of poverty on the lives of her students, at home as well as in school; (2) Role of the Community--Joyce needed to become aware of the importance of increasing parent involvement in low-income communities as a means of improving educational opportunity in those communities; (3) Learning Styles--Joyce needed to become sensitive to learning style differences and to study techniques which would be effective with low-income youngsters; (4) Discipline Patterns--Joyce needed to become aware of discipline patterns particular to low-income area schools and to study discipline techniques which would be effective with low-income youngsters;

and (5) Positive Attitude--Joyce needed to develop a positive attitude toward teaching in a low-income area school; she needed to maintain high expectations for success and achievement on the part of those low-income youngsters with whom she came into contact.

The lessons discussed on the preceding pages represent the views of the researchers. The critical reviews in the Manual's third section represent the perspectives of two educational experts. Hopefully, the reader will come away with his/her own understandings of the issues related to teaching in low-income area schools.

CASE STUDY #1

Abstract

Project A is viewed through the eyes of Julie, a young woman who grew up in the small Southern community where Project A is located. Prior to joining the Teacher Corps, Julie had virtually no contact with people from different ethnic and socioeconomic backgrounds who had not shared her middle-class upbringing. Her first year at Project A served as an eye-opener in many ways, forcing Julie to recognize and appreciate cultural differences as well as to confront the reality of poverty in her home community. The major emphasis in Project A was on academic learning as a means of preparing teachers for low-income area schools. Since the Teacher Corps-affiliated college was beyond a commuting distance from the project schools, Julie and the other interns enrolled in inservice courses with the local teachers. Julie spent time observing and practice teaching in the elementary as well as secondary schools, although her primary interest lay in teaching the elementary grades. At the end of her first year in Project A, Julie's future plans included finding a teaching job in a different community where the pay would be higher and where she thought students would be easier to teach.

CASE STUDY #1

1. Background

Julie W. grew up in the small, racially segregated Southern town where she serves as an intern in Teachers Corps Project A. The other three interns in this project, another white female and two black females, also grew up in the local community. Raised in a white-middle class family, Julie was brought up with strict taboos against social mixing across economic, much less racial, lines. Although many of the white families in her community sent their children to private schools, Julie herself attended the public schools which remained segregated throughout most of her education. The segregated schools were set up to keep children from the black and white as well as middle-class and low-income neighborhoods entirely separate. As a result, prior to entering the Teacher Corps, Julie had virtually no contact with either the black or low-income segments of her community.

Julie was an elementary education major in college, where she did her student teaching in kindergarten through third grade. After graduation, she opened a day care center serving white middle-class youngsters from her community. Her father, who owned real estate, let her use a vacant house where she ran the school with two of her aunts. The day care center was open for almost a year, at which time Julie left to join the Teacher Corps. Her cousin, who is a member of the Community Council, had encouraged her to apply to Teacher Corps Project A.

At 23, Julie joined the Teacher Corps with the expectation of becoming a better teacher. She wanted to earn credentials in as many areas as possible, perhaps with certification in the areas of reading and special education, in the hope that she would then qualify for a higher paying job. Since teaching jobs in her local community were notorious for their low pay scale, Julie hoped to leave the area after she had completed her training. Before entering the Teacher Corps, she had given no thought to teaching in a low-income area school.

2. Orientation

Orientation was a busy two-week period which went by quickly for Julie. She and the other interns met daily with the Project Director, the Associate Director, and the Team Leader. Their schedule was particularly hectic since orientation activities were held at the university, located about 90 miles from their community. The interns received a general orientation to the Teacher Corps, and viewed a set of media presentations on the Teacher Corps program. They also spent time filling out all the necessary paperwork and applications for the university. Julie and another intern devoted all of their free time to studying for the Graduate Record Examination (GRE) which they were required to take for admission to the university graduate school.

3. CMTI

The year, however, did not really get underway for Julie until she left for the Corps Member Training Institute known as CMTI. CMTI proved to be an eye-opening experience, exposing Julie to many concepts about culture and education for the first time. While she found the coursework on multicultural education and organizational theory to be very informative, the long hours and tests were somewhat overwhelming and Julie found the fast pace of learning more than she was accustomed to. After a while, she had difficulty keeping up with the CMTI schedule.

By far the most stimulating aspect of CMTI was the opportunity to meet so many diverse groups of people from all over the country. Julie found the direct experiential quality of CMTI particularly valuable. When the interns returned home to Teacher Corps Project A, they studied education that is multicultural; by contrast, at CMTI, the emphasis was on actual multicultural living. At CMTI, Julie discovered that cultural diversity was more extensive than she had previously conceived. In her home community, cultural difference was interpreted by most people to refer exclusively to differences between the two main racial groups; blacks and whites. At CMTI, Julie came into contact with peoples from many different cultures and ethnic backgrounds for the first time in her life. She gained a new awareness of culture.

Julie found some of her CMTI experiences to be shocking. Her roommate for the training period, Debbie, came from a Teacher Corps project on the West Coast. At CMTI, Debbie began dating a black man, and, as Julie learned from their subsequent correspondence, she was planning to live with him in the future. Although she liked her roommate, Julie was uncomfortable with her friend's social values. Perhaps, she reasoned, it might be acceptable in another area of the country, but for a white woman and a black man to live together in her rural Southern community would be unthinkable. Although she found it difficult, Julie made an effort to accept cultural differences.

At CMTI, Julie struggled with the concepts of equality and appreciation of cultural differences for the first time. She was impressed with her black instructors at CMTI and she was surprised that they were "amazingly intelligent" and spoke "good English" which she could really understand. She had always believed that whites in her own home community were superior, but this belief was challenged at CMTI.

Julie felt that her experiences at CMTI increased her understanding of black people. She also came to better understand her own attitudes. The realization that everyone has prejudices helped Julie to examine some of her own prejudices for the first time.

4. Post-CMTI

Julie left CMTI eager to plant the seeds of her new learnings about cultural differences at home in Teacher Corps Project A. In fact, some of the new ideas which she had acquired were quick to germinate on local grounds. Julie became friendly with the two black interns, the first such friendships in her life. The interns, who were all approximately the same age, shared in coursework and other project activities. Although they developed a sense of comradeship, Julie felt a need to impose definite limitations on her friendships with the black interns. For example, she would not have invited the black interns to her church, where she was an active member.

5. Academic Coursework

In academic terms, the interns carried on their CMTI learnings through a multicultural education course offered by the Teacher Corps Project A Program Development Specialist whose particular area of expertise included education that is multicultural. This course, which was designed to explain a variety of different cultures, focused on an intensive study of Native American cultures, thus further expanding the interns' awareness of culture beyond the most obvious black and white differences. Although she enjoyed learning about this previously unfamiliar but still remote cultural group, Julie had some difficulty relating her primarily academic understanding to the immediate reality of her own community where issues of blacks and whites predominated. Particularly when it came time for implementing multicultural concepts in the classroom, she was not sure how to apply what she had learned about Native Americans to the black and white children she was teaching. The question of how to apply her multicultural learnings to a low-income area school was even more unclear.

All of the interns enrolled in the same courses, which had been previously determined by the Project A staff. Since the university was beyond a practial commuting distance, the standard required university courses were offered in the field for the benefit of the interns as well as the local inservice teachers. The information conveyed through these courses was essentially the same as that for the corresponding, regular courses offered at the university. Field-based assignments along with field supervision by the university professors were an added dimension provided by the community-based courses.

Julie soon realized that Teacher Corps Project A placed considerable emphasis on the academic component of its training program. Teacher preparation for the interns consisted of a rigorous academic courseload, coupled with experience observing and teaching in the local school system. Julie's courses included classes in both elementary and secondary reading, and special education, in addition to the multicultural education course already mentioned. None of her courses dealt explicitly with the issue of teacher preparation for low-income area schools. Consideration of the

cultural aspect of education came primarily through the multicultural course.

Julie was excited by most of her courses; she especially enjoyed the elementary reading course because of her interest in elementary education. At times, however, she had difficulty keeping up with her classwork. She felt ill-prepared for some of the classes; she had particular difficulty keeping up with the pace set by the local teachers who took the courses with the interns and who tended to be more familiar with the subject matter. She thought that the professors sometimes touched only briefly upon the fundamentals of their subject because they were gearing the course to the needs of the teachers who were more advanced than the interns.

The emphasis on theoretical learning in Teacher Corps Project A sometimes made it difficult for Julie to fully comprehend her coursework. She thought that more practical activities would have helped to illustrate the concepts she was studying. She felt that practical knowledge would be valuable to her once she reached the classroom, particularly in the unfamiliar atmosphere of a low-income area school.

Julie suspected that some of the inservice teachers in her classes were not fully satisfied with the instruction they received. Although she did not share their feeling, Julie could see that the teachers did not always have full respect for their professors. Often, the teachers were distrustful of the university professors whom they judged to be out of touch with low-income area schools. As a result, friction existed between the inservice teachers, who considered classroom life in a low-income area school to be an everyday reality, and their middle-class professors who came from a remote university setting.

Since the university was at such a distance from the school community, it was difficult for the professors to provide more than minimal supervision for field assignments. Julie also found it hard, on occasion, to complete her assignments because of her rotating school schedule, which placed her in one school for only a few weeks. Sometimes she had to make a special trip back to a school in order to get the necessary materials for

completing her assignment. The regular inservice teachers, on the other hand, could finish their assignments with greater ease since they remained in the same classroom throughout the entire semester.

In addition to her regular courses, Julie attended a series of Teacher Corps inservice workshops offered to teachers from the local school district. These special workshops, which were generally conducted by university professors or outside consultants, focused on the three main areas of Multicultural Education, the Exceptional Child, and Diagnostic/ Prescriptive Teaching. Within each area, a sequence of workshops was structured to include a rationale, clarification, and implementation phase of study. For example, the teachers and interns would explore why multicultural concepts were important; they would then examine these concepts in detail; and, finally they would study ways to implement these concepts in the local schools.

6. School Experience

The second major component of Teacher Corps Project A's pre-service program entailed direct experience in low-income area schools. A rotating school placement schedule enabled Julie to observe and teach at the elementary as well as junior and senior high school levels. She felt welcome in the elementary grades she visited, but was uncomfortable in the secondary schools. Her interest, and previous experience in, the elementary grades might have explained Julie's positive reaction to her elementary visits. However, the fact that the other three interns shared her discomfort in the secondary schools suggests the influence of other factors than grade level accounted for the interns' ratings of their school experiences.

One of the first schools that Julie visited was an all black elementary school. When she and the other interns arrived, they first met with the Principal who introduced them to the school community. He arranged for them to observe in grades 1 through 6 for a period of about three weeks. The interns were instructed to observe a full range of good and bad teachers, and to make their own assessments of what they observed. At the

close of the observation period, the interns were to select the grade level and individual teacher they would like to work with for the remainder of their stay in the school, based on criteria of their own choosing.

Although Julie assumed the role of an evaluator, she felt warmly received by all the teachers. The Principal made certain that she and the other interns would keep their assessments of the teachers confidential, even from himself. At the same time, he spoke with all the teachers and prepared them to accept the interns' presence with an open mind.

Julie was shocked by much of what she saw during her observation period at the elementary level. She found it difficult to believe the extreme poverty of many of the school's youngsters. For the first time in her life, Julie was forced to confront the existence of poverty in her immediate surroundings. Each morning, she observed the operation of the school's mandated breakfast program which fed most of the school's student body. She was amazed to see a period of school time devoted daily to feeding the hungry youngsters.

The fact that many of the children even in the higher grades were unable to read or write came as a surprise to Julie. She was unprepared for the lack of skills, as well as for their language which she considered "vulgar." She found herself questioning what role a teacher could expect to play with youngsters who she thought displayed such a "bad attitude." She wondered what she herself could do to help a child who did not even appear to her to be interested in learning.

In spite of her questions, Julie's teaching experience served as encouragement; perhaps she could make a difference in the lives of these youngsters. In the classroom, she noticed a little boy sitting quietly in the corner. The teacher ignored him, and explained to Julie that he was "dumb" and could not learn to read. However, Julie was allowed to work with him on a one-to-one basis. As she watched his whole personality come alive, Julie was able to teach him how to read.

From her experience with the quiet little boy, Julie was able to see the importance of a teacher's expectations, particularly for children like those she was observing who were she felt not motivated to learn. A teacher with a negative attitude toward a child could deter learning, while a teacher with a positive attitude could stimulate learning in the same child. Julie felt that every child, and particularly those in low-income area schools who did not seem to her to be highly motivated, should be given the type of attention and opportunity she provided for the little boy in her classroom. She thought that it would be helpful if more parents, and particularly low-income parents, could become more involved in assisting their youngsters' education.

Julie's experience at each of the schools she visited was somewhat different. At another school, for example, she and the other interns were put to work testing the students with the California Aptitude Test (CAT). The school was instituting a new ability grouping system and the interns were instrumental in the establishment of the system for grouping the students according to ability levels. Julie felt useful during this process; at the same time she felt that she gained valuable information about an important school process.

While Julie became readily comfortable in the elementary schools she visited, this experience did not extend to the secondary level. Julie had recently been a student herself in the high school, and she felt awkward going into the classrooms of some of her former teachers. Doris, one of the black interns, experienced a related problem. Many of the high school students had older brothers and sisters who had attended school with Doris. In addition, Doris had contact with many of their family members outside the school environment. As a result, the students viewed her as a peer; they wanted to call her by her nickname and had difficulty remembering to use her last name. Thus, both Julie and Doris had trouble commanding the respect of secondary level students from their community.

Both Julie and Doris were certified at the elementary level; the fact that they were not interested in the higher grades contributed to their feelings of discomfort observing and teaching in the high school. Both

felt that they did not possess the competence to teach high school students; in addition, both felt that they should not have been required to spend time at the secondary level. However, in accordance with Teacher Corps Project A policy, they had to experience both elementary and secondary schools.

When the interns arrived at the high school, they spent an initial period observing. Julie was placed in a social studies classroom, taught by Mrs. A., a black teacher. Like the other interns, Julie spent three hours each day, four days a week, for five weeks, in the classroom. Since she had little knowledge of, or interest in, the social studies curriculum, she soon grew very bored merely observing. She filled some of the time by studying for upcoming exams, and she read magazines when there was nothing else that she had been told to do.

Before the interns actually undertook any teaching, Mrs. A. arranged for Julie to become better acquainted with the youngsters in her class. A small group of students was selected, including the "natural leaders" in the class, and Julie held several informal discussion meetings with them. Gradually, more members of the class were drawn in; thus, Julie was able to develop a commonality with her students before actually teaching their class.

Julie was not able to establish a positive relationship with Mrs. A. herself. Hard feelings grew out of an incident which occurred before Julie assumed a teacher role. One day, Mrs. A. set up an overhead projector in order to present materials to her social studies class. Julie noticed that Mrs. A. was preparing to use the projector without switching off the lights. Although she herself was unfamiliar with audiovisual equipment, Julie insisted to Mrs. A. that she would have to turn out the lights to operate the projector properly. Mrs. A., who had used the projector many times before, resented being contradicted by an intern, especially in front of her students. She was further insulted because Julie had attempted to correct her on a matter about which Julie herself had limited knowledge. In Mrs. A.'s eyes, Julie was acting in a racially supremacist manner by trying to place herself above a black teacher.

After this incident, friction continued between the intern and this classroom teacher. When Julie asked to teach the class, Mrs. A. assigned her a unit which Julie felt was too difficult. She felt she did not have adequate time to prepare, particularly since she needed to familiarize herself with the social studies topic first. Mrs. B had suggested that she gather outside source materials to supplement her presentation but Julie did not have the time or information needed to do this easily. As a result, she felt she "got nothing out of" her teaching experience. Her feeling of incompetence at the high school level was thus further reinforced.

Discipline proved to be another area in which Julie felt incompetent, and which served as a source of friction between herself and Mrs. A. When she took over the class, Julie was not able to keep the youngsters quiet. Mrs. A. pointed out to Julie that she was becoming known as a "push over" to the students because of her unwillingness to enforce discipline.

Julie, however, felt uncomfortable with paddling which appeared to be used to enforce rules or impose discipline in the school. She could see that the students were used to, and responsive to, corporal punishment but this practice felt foreign to her. Julie would have liked to learn effective alternatives so that she could control the students. The situation improved somewhat when Julie gave a test; she was able to gain some stature in the eyes of her students when they discovered that she would be giving them grades. Still, her primary impression of the high school students was of an unruly group, lacking in discipline and those moral amd religious values which she considered so important.

7. Community Experience

In addition to providing the interns with direct experience in the local school system, Teacher Corps Project A emphasized the importance of community relations. Throughout the year, project activities were designed which would enable Julie and the other interns to assume an active role in the community. In particular, these activities promoted the interns' awareness of the community and engaged them in an attempt to strengthen ties between the schools and the rest of the community.

At the beginning of the year, the interns worked to compile a Community Resource File and Booklet. Julie and the others went door-to-door, visiting businesses in the area. They recorded the names and addresses of local agencies, businesses, lawyers, doctors, and churches, and asked each if students from project schools could come for tours or fieldtrips. The businesses were also asked if they would be willing to send representatives to project schools on career days. The interns assembled the information they had gathered in booklet form, and distributed their final product in all the project schools. Julie found the process of making the booklet worthwhile and rewarding. However, she felt disappointed because few teachers were aware of the new resource, and fewer yet made use of it.

Each of the interns also selected one or more ongoing community activities for the year. Julie decided that she wanted to start a Youth Group at her church to encourage youngsters to be more involved with the church. However, the Teacher Corps Project A Team Leader strongly discouraged this activity, explaining that the interns must make a separation between school and church. She also pointed out to Julie that, since she considered her church activities her most important community involvement, conflicts might arise if she felt it would be inappropriate to include the black interns in any church group functions.

Therefore, Julie chose instead to work together with the other interns on a variety of other community projects. She and Doris conducted an arts and crafts group for students in grades 1 through 4; they also employed their artistic skills organizing the production of Halloween carnivals at most of the project schools. Another community activity to which Julie devoted herself was the community education program for parents, offered by Teacher Corps Project A. Together with the other interns, she participated in some of the classes, and prepared an instruction booklet for the adult education students. Finally, Julie became engaged in public relations work for Teacher Corps Project A, organizing a booth at the County Fair and generally making efforts to inform the community about Project A's goals and activities.

8. Future Plans

As she neared the end of her first year with Teacher Corps Project A, Julie felt that she had grown and matured as a result of her experiences. In addition to becoming more confident in herself, she had gained a new awareness of culture, and an appreciation of cultural differences. Her first year with the Teacher Corps had definitely been an eye-opening experience for Julie forcing her to confront her own prejudices.

Besides awakening her awareness of culture, Julie's experiences in Project A had also made her think more about certain economic differences within her community. For example, although her program had not given her much basis of comparison between low-income and middle-income area schools, Julie had observed the varying rates of parent participation in the PTA meetings she had attended. Julie concluded that more efforts were needed to improve education in low-income area schools.

At the close of the year, Julie was still planning a career in elementary education. She thought that she would prefer to seek a job in another community where she might be able to obtain better pay. In addition, she thought that moving to another area might give her a feeling of independence and adulthood which would be hard to achieve in her home community. Although Julie thought that she might like to live in a similar type of community, she speculated that she might find higher-income students easier to teach than those from a low-income area.

EPILOGUE

Julie's experience in Teacher Corps Project A illustrates the importance of cultural sensitivity, particularly for a teacher-intern preparing to teach in low-income area schools. The development of cultural sensitivity is particularly important for interns with little or no prior low-income experience. Julie came to the Teacher Corps program with a value system and prejudices resulting from her social upbringing. Her experiences in the Teacher Corps forced her to become aware of cultural differences, and to begin to appreciate those differences.

At Teacher Corps Project A, Julie learned to appreciate differences in cultures along racial and ethnic lines, without much consideration for economic factors. As a result, she tended to equate low-income with nonwhites, and essentially ignored the poor-white population, a sizeable group in her community. Although she was shocked by much of what she saw, she was able to make considerable progress over the year in overcoming many of her negative or stereotyped attitudes. Nevertheless, the development of cultural sensitivity must be considered a long-term growth process. If interns are to become successful teachers in low-income area schools, they must develop a sufficient degree of cultural sensitivity during their pre-service training period.

CASE STUDY #2

Abstract

Project B is viewed through the eyes of Jackson, an intern who came to this Teacher Corps project from the local community, a largely black and Hispanic center on the East Coast. Although he was familiar with the low-income community and felt he had considerable rapport with low-income youngsters in the Project B schools, Jackson grew increasingly disenchanted with teaching during his first year as an intern. He saw Project B as a primarily inservice program which overlooked the concerns of the interns. Jackson felt isolated since he was not able to establish and maintain supportive relationships with either the other interns or the Project B staff members. Furthermore, he was not able to develop positive relationships with any of the inservice teachers, many of whom perceived the interns as an unwanted and threatening force in their classrooms. Jackson felt that many interpersonal as well as culturally-based tensions undermined his training program and discouraged him from planning a teaching career in low-income area schools. At the end of their first year at Project B, Jackson and the other three interns were no longer confident in their ability to make a positive contribution to the education of low-income youngsters.

CASE STUDY #2

1. Background

When Jackson X. joined the Teacher Corps, he thought that he was finally securing the teaching career which he had been seeking for many years. Teacher Corps Project B was located near his home community, a largely black and Hispanic section of an East Coast city. As an intern in Project B, Jackson would teach in the low-income schools, as well as take courses sponsored by the nearby Teacher Corps affiliated college. In this way he felt that he would have an opportunity to work together with other educators who shared his goal of improving the quality of education received by youngsters in his community.

At 31, Jackson's interest in education was not new. While in college, he had majored in education and completed his student teaching. Thus, he had what was known as "abc," or "all but certified" status which he had hoped would enable him to get a job to support his new family. After looking unsuccessfully for a job teaching social studies at the secondary school level, Jackson realized that finding a job would not be as easy as he had hoped.

Jackson decided to substitute teach, in the hope that involvement with the schools would eventually lead to a job. However, working as a substitute did not automatically lead to a regular job; perhaps, Jackson thought, he did not know the right people, or have the right political connections. Furthermore, substituting did not always provide steady employment. Having difficulty making ends meet, Jackson decided to supplement his income with a part-time job tutoring in a prison. It was at this point that one of the teachers in a school where Jackson had substituted mentioned the Teacher Corps. She advised Jackson to apply, suggesting that the Teacher Corps would enable him to earn a Master's degree and, quite probably, to gain a better job.

Jackson began the Teacher Corps program with a renewed sense of optimism. He looked upon teaching as a means of helping the youngsters in

his home community. Working with young people was a pleasure to Jackson; he felt that his ability to relate to youngsters would probably be his strongest asset on the job. In particular, he felt confident in his ability to establish a rapport with the youth from his community. Having grown up in a low-income neighborhood, familiar with the same street corners, understanding a common language, Jackson felt that he had a natural connection with his students which most teachers would find difficult or impossible to develop.

In addition, four years as a college activist had given Jackson insights into the politics and culture of his community which he had not had before. His experience as a substitute had taught him about the educational system and he felt he knew how to play its "games." He was determined to play an active role in improving the lives of the low-income youngsters from his neighborhood. Working as a teacher, with direct impact on many people, seemed to be an excellent way to demonstrate his dedication to the community.

2. Orientation

The orientation period at Teacher Corps Project B was a positive experience for Jackson. He particularly enjoyed meeting the other three interns, two of whom, like himself, were from the local community. The third intern came from a nearby white middle-class community. Although none of them had actually met before, they soon found that they had several mutual acquaintances.

Warm relationships began to develop among the four interns during orientation week. The fact that they constituted a racially and ethnically diverse team, with two black, one white, and one Hispanic member, might have contributed to their sense of being able to learn a great deal from one another. As the oldest member of the group, and with the most previous teaching experience, community contacts and cultural awareness, Jackson thought that he might be in a position to assist the others. Jackson looked forward to a year in which he and the other interns could learn from each other's differences as well as share work toward the common goal of training to teach in a low-income area school. 34

3. CMTI

Jackson travelled to the Corps Member Training Institute (CMTI), the summer training institute for Teacher Corps interns, together with his fellow interns and their Team Leader. For Jackson, this was a first opportunity for long-distance travel; for seeing a different part of the country and meeting many culturally diverse groups of people. In addition, a prime function of the trip was team building for the interns from Teacher Corps Project B. On a plane flight together; exploring an unfamiliar city 3000 miles from home; absorbing many new experiences; the interns and their Team Leader experienced a deepened sense of closeness. At CMTI they attended workshops together, breakfasted together, talked together, played and learned together.

While he found the CMTI training sessions stimulating, Jackson was bothered by an apparent contradiction regarding the role of the interns as change agents. On the one hand, the interns were repeatedly informed that they were not to consider themselves as change agents in the schools. On the other hand, Jackson felt that many of the interns' activities added up to an implicit change agent role aimed at changing teacher attitudes, teacher behavior, and curriculum materials. In particular, introducing the concept of education that is multicultural seemed to hold the potential for dramatic school change, extensive enough to require the initiative of a change agent. Furthermore, even if the interns made a conscious effort not to view themselves as change agents, who was to say that teachers or administrators in the school system would take the same view? Jackson shared his concerns with the other three interns; they discussed the matter and decided to withhold judgment until they were back at home. They hoped that, once they were involved in the classroom, Teacher Corps Project B staff would help them to clarify their roles.

One of the highlights of the CMTI experience, for Jackson, was the skit which he created and performed together with his Project B team. The skit was conceived as a special project for extra credit; it also provided the interns with an opportunity to celebrate their new acquaintance. They chose the theme of ethnic/racial stereotypes for their skit. The interns

were feeling comfortable and relaxed with each other; their own cultural differences did not seem to be a barrier to their friendship. They decided that, as an appropriate finale to the week of CMTI workshops focusing on cultural awareness, their skit would express a humorous view of cultural differences. Each of the interns selected an ethnic group and improvised exaggerated stereotypes of that group. Apparently, CMTI had left the other participants in a similar mood; the skit was enthusiastically received by everyone.

4. Post-CMTI

After their return from CMTI, things changed for Jackson and his fellow interns in Teacher Corps Project B. Jackson found himself wondering what had happened to the CMTI spirit. Somehow, the Project B team did not seem to have brought the feelings of comradeship and appreciation of cultural differences home with them. Immediately after their return, a series of incidents made this apparent.

The first signs of a loss of comradeship came on the night of the Policy Board dinner meeting, which was scheduled shortly after the interns' return. As an expression of the closeness generated by their trip, the interns made plans to meet and sit together at the Policy Board dinner. However, when he got to the meeting, Jackson recognized some other community acquaintances. A conversation began, and he and Darlene, the other black intern, sat with their community acquaintances instead of with the other interns. Jackson and Darlene did not realize that they had offended their fellow interns until they were confronted the following day. The other two interns were hurt and angry; they did not understand why Jackson and Darlene had not sat with them as planned. To Jackson and Darlene, however, the problem appeared in reverse: Why had the white interns ignored them? Why hadn't they come over to say hello? Why hadn't they sat with them if they wanted everyone to sit together?

The confrontation between the interns never found a resolution which was satisfactory to all. Jackson felt that the Project B staff could perhaps have better helped the interns to communicate and understand each

other's feelings. Jackson, himself, had not anticipated the cultural barriers experienced by the white and Hispanic interns when he associated with his black friends from the community who tended to display a distrust of outsiders. Once he was able to realize the nature of the problem, an atmosphere of antagonism had been created and he felt it was too late to rectify the situation.

It appeared that the new friendships formed at CMTI were extremely fragile. Without continued nurturance and support from within the Project B program, it seemed unlikely that these friendships would withstand the pressures of community life. Instead, the conflicts generated by long-standing community loyalties threatened to destroy the new relationships. Furthermore, Jackson sensed that if he allowed his Teacher Corps friendships to take first place he might lose his standing with community friends.

Later in the year, the Project B staff, aware that the interns were having difficulty relating to one another, used the activities at a workshop on communication to help ease tensions. However, only three of the four interns happened to be in the same group at this workshop. Jackson noticed that, while communications improved between himself and the other two who were in the group, the resolution was incomplete without the fourth member of their team.

After the Policy Board meeting, the interns made another attempt to revive their CMTI spirit. They made plans to present their ethnic stereotype skit, which had been so successful at CMTI, as part of an inservice workshop for the local teachers with whom they expected to be working during the upcoming year. This time, however, their audience did not view the ethnic stereotypes with a sense of humor. During the days following the workshop, the interns learned that many of the minority teachers had been offended by the skit. The interns were distressed that their presentation, which had been intended to promote multicultural acceptance and appreciation, had produced just the opposite result.

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To make matters worse, the interns were upset that the offended teachers had not felt able to express their feelings directly during the course of the workshop. Hearing the teachers' reactions only indirectly and afterwards prevented the interns from understanding the teachers' perspectives, expressing their own feelings, and establishing an open channel of communication with the teachers. Instead, the interns were left with the distinct impression that CMTI was not the "real world," and that the values and trust which had characterized CMTI could not survive at home.

Feeling isolated from the other interns as well as from the schools and the community, Jackson turned toward the Project B staff for direction. He was becoming increasingly confused about a number of aspects of the Teacher Corps program and he hoped that the staff would be able to answer some of his questions. As the fall semester got underway, Jackson remained uncertain about the nature of the intern program; what courses and experiences were supposed to prepare him to teach in low-income area schools? Jackson was even unclear about exactly which degree he was working to obtain.

Jackson and the other interns hoped to gain some clarification from going to the Project B staff meetings, which they were required to attend and which gave them their only contact with some staff members. However, instead of acquiring more information about their own program, the interns soon learned that much staff meeting time was spent attempting to clear up serious conflicts internal to the Project B staff. The interns felt that their concerns and the question of their training for low-income area schools, were repeatedly brushed aside.

Gradually, Jackson began to realize that Project B considered the interns extraneous to its regular functioning. On the basis of the Director's remarks, Jackson gained the impression that the interns were considered the "biggest headache" at Project B, and that they were only maintained because of the federal mandate regarding the pre-service training component of Teacher Corps programs. Essentially, the project revolved around inservice training, with no clearly articulated philosophy

about the manner in which interns should be introduced to teaching in low-income area schools. Project B was set up primarily to meet the inservice needs of teachers with respect to problems particular to their schools. The interns were expected to exercise their initiative and slip into the existing design in whatever ways they saw fit.

5. Academic Coursework

The inservice focus of Project B became apparent to Jackson when he registered for his courses for the fall semester. He found three types of course offerings available to the interns. First, they could elect to enroll in regular college courses with students in the Teacher Corps affiliated college. While there was a wide range of courses offered, and Jackson identified several which he wished to take, he realized that he would be unable to attend because he did not have a car to make the three-quarters of an hour commute to the college. Perhaps, with advanced planning, Jackson could arrange his schedule so that he could share a ride with one of the other interns during the following semester.

The second type of coursework consisted of inservice classes which were conducted by Teacher Corps affiliated college professors for local teachers at the Teacher Corps Project B schools. Finally, workshops were given at the college for professors at that institution, as part of a Teacher Corps inservice retraining effort. Due to his transportaion limitations, which he later discovered also deterred the other three interns from electing courses at the college, Jackson was only able to take the inservice courses, and attend one-day workshops at the college. He wished that he could have received greater guidance from the project staff, or even played a role himself, in designing his program.

Jackson found the course entitled "Inquiry Teaching" most valuable because it had practical applications for the classroom. Another course, "You and Multicultural Education," also offered important concepts as well as promoting cultural awareness. However, Jackson was disappointed that the multicultural thread, which had been so important at CMTI, was not woven into his other courses or project activities.

"Learning and Behavior Problems" turned out to be Jackson's least favorite course. He felt the course ignored individual differences and instead emphasized standard behavioral solutions. Jackson felt that it was particularly important to avoid applying standard solutions in low-income area schools where teachers so often failed to recognize their students' uniqueness. Jackson found himself becoming increasingly irritated with the professor and began going to class late in order to exhibit his displeasure.

Jackson and the other interns who enrolled in inservice classes felt uneasy taking courses together with teachers from the school system. Often the same teachers whose classrooms they had observed during the day were their fellow students in the evening. The interns were unclear about the status of the roles they were supposed to assume: Were they to consider themselves on an equal footing with the teachers? Were they teachers in training? Or were they to play a dual role?

When Jackson attended a one-day workshop held at the college, he experienced a different, but related, form of uncertainty. In this case, the workshops had been set up with the primary intention of retraining the college faculty. Jackson felt out of place taking classes with college professors since he felt that they were the recognized experts and should therefore already know the course material. Jackson was not acquainted with the goals of inservice training on the college level; he wondered why he should be expected to master subjects which were new even to the faculty members. Once again, his role was unclear and his relationships with his fellow classmates interfered with his.

6. School Experience

Jackson had expected his classroom experiences to be the highlight of the semester. The interns began the academic year by spending a period of six weeks at each of the school levels; elementary, junior high, and senior high. Approximately the first week at each school site was spent in classroom observation. Instruction from their Team Leader about how to conduct observations helped the interns to gain useful information from their observations.

It soon became apparent that many of the teachers were uncomfortable with having the interns in their classes. Many were suspicious of the interns who were sitting at the back of their classrooms and taking notes. Instead of viewing the observation as a tool for the interns' own learning, the teachers felt that they were being evaluated. Rather than seeing the interns as peers from their inservice courses, the teachers looked on them as a threatening force in the classroom.

Jackson tried unsuccessfully on a number of occasions to talk over his role with the teachers whose classes he was observing. He found it difficult to engage the teachers in reflective conversation; generally, the teachers perceived his comments as imposing advice. Jackson noted that the teachers tended to interpret the presence of an intern as a change agent's posture and as a threat to their teaching position. These teachers did not view teaching in a low-income area school as an easy job and they felt that the interns were just another complicating factor. Jackson wondered if his rapport with the youngsters might be a particular threat to some of the teachers who had little prior experience in a low-income community.

Jackson found his role in the school continued to be unclear to himself as well as to the teachers. Teacher Corps rules limited the nature of the interns' involvement; they could not substitute for a teacher; they could not perform tasks, such as grading papers, which would relieve a teacher; they could only teach in the presence of a regular teacher. Once again, Jackson found himself questioning: Am I a student-teacher: Am I a model teacher? Am I a consultant?

Jackson felt his role in the classroom was further limited by the inflexibility of the school system. Generally, the interns had to follow the existing curriculum when they took over a class. Their efforts to incorporate multicultural principles were inhibited by the rigid school structure which would not allow them to develop a fully integrated curriculum. For example, a bilingual history unit conducted by the interns was essentially no more than a standard American history class delivered in Spanish.

The interns were paired for team teaching by their Team Leader. Jackson and Dolores, the Hispanic intern, were paired to teach a unit on African culture for a junior high social studies class. Since the interns' friendships and working relationships had never fully recovered from the setbacks experienced after their return from CMTI, team teaching was not an easy venture. The difficulties in communication arising from the dissolution of the interns' relationships was further accentuated by the cultural content of their classroom subject matter.

Jackson and Dolores each took an equal part in preparing for the African cultural unit. However, once in the classroom, they began to experience a conflict of professional styles. Without realizing it, Jackson became the dominant figure in the classroom and Dolores assumed a backseat role. He wished that she would take a more active part, but reasoning that she was too shy, he did not force her to increase her participation. In her frustration, Dolores consulted with the Team Leader who suggested that she confront Jackson directly with her feelings. Dolores' own cultural background, however, did not lead her to view confrontation as a viable means of resolving the conflict. Instead, she continued to assume a quiet role in the classroom, while Jackson, who noticed her coolness toward himself, wondered why she was angry.

Jackson was enthusiastic about teaching a unit on African culture to a class of junior high school youngsters, especially since his own education had not included any such highlights. He believed that his own enthusiasm would carry over to the students and felt confident in his ability to maintain order and discipline in the classroom while he taught. One day, in the midst of a classroom discussion, Jackson noticed a disturbance brewing at the back of the room. As he moved to prevent the fight which threatened to erupt between two of the boys, one of the youngsters turned his anger on Jackson, calling him a "motherfucker." Angered by the back-talk, Jackson repeated the same expletive in order to command respect and restrain the boy. Although Jackson felt that he had been successful in disciplining the youngster, the regular classroom teacher was shocked at Jackson's language; she intervened immediately and sent the boy to the principal's office.

Later, reports came back to Teacher Corps Project B about Jackson's "unprofessional behavior" in the classroom. Jackson felt exceedingly misunderstood; he felt that his ability to relate well with youngsters from the community was not genuinely respected by the Teacher Corps staff. Although he could understand why street language would not be condoned by most school administrators, he thought more credit should be given for the effectiveness of his disciplinary style and his rapport with the youngsters. To Jackson, the overemphasis on language was an example of cultural bias against the low-income student.

As a result of his classroom teaching experiences, Jackson became more and more uncomfortable within the school system. He felt overwhelmed by the bureaucracy of the system, which he saw as designed to keep the low-income students in ignorance and to perpetuate discipline problems. He still enjoyed the company of youngsters and felt compassion for them. However, after his Teacher Corps experience, Jackson no longer felt capable of making a difference in their young lives. Tired of dealing with institutions, feeling jailed as he walked down the school corridors, Jackson was afraid that he would become a jailer himself if he became a teacher.

7. Community Experience

In addition to taking courses during the fall semester, Jackson elected to spend one day each week tutoring delinquent youth at a community agency in order to fulfill Project B's requirement of community involvement. While this activity was intended to provide continued experience within the community, Jackson felt that it was unrelated to the other aspects of his Teacher Corps Project involvement. Nevertheless he enjoyed working with the community youth; since he had "made it" himself, Jackson believed he could help the local youth by conveying to them the value of education.

8. Future Plans

As he neared the end of his first year in Teacher Corps Project B, Jackson declared that he did not intend to pursue a teaching career. Perhaps, if he could have his own school, he might consider teaching again. Otherwise, he thought he would much rather seek a career in music. Jackson felt that he had been let down by his Teacher Corps experience; he had not established any durable relationships either with the interns or the Project B staff. In particular, the two minority staff members who might have been able to make a difference, offering understanding and support with the issues that he had faced during the year, had seemed relatively unavailable to him. The fact that the minority staff members had the least job security and were consequently the "last hired, and first fired" when it came to budget cuts, had a further detrimental effect on Jackson's morale. The other three interns echoed Jackson's feelings of alienation and disillusionment; none included teaching in low-income area schools as part of their future plans.

EPILOGUE

Jackson's experience in Teacher Corps Project B illustrates the importance of positive supportive human relationships, particularly for a teacher-intern preparing to teach in low-income area schools. Jackson had a certain degree of cultural sensitivity, implied by his own low-income background, as well as prior teaching experience in low-income schools. However, these skills were not sufficient to guarantee his success in the schools where he faced many pressures arising from the school structure, his relationships with other teachers, and the need for development of his own professionalism. In order to meet these challenges, Jackson would have needed the full support of the other interns and Teacher Corps staff.

Jackson's growing alienation appears to have arisen from a number of related factors: (1) Pre-service needs--interns have a different set of training needs than inservice teachers and Jackson needed to feel that he belonged to a program which had his interests at heart; (2) Mutual support--Jackson needed to give and receive support with other interns who

were sharing similar experiences, and with whom he could discuss his learnings. In addition, conflicts arising among members of a multicultural team often have added elements of stress and therefore require the sensitive facilitation of project staff for their resolution; (3) Positive staff relations--Jackson needed the support of staff members, particularly minority staff who would be sensitive to the issues he faced. Conflicts internal to the staff, particularly conflicts with a cultural dimension, had an indirect effect on the interns who tended to absorb the climate of their surroundings; and (4) Positive teacher relations--Jackson needed to develop positive supportive relations with members of the school faculty who were to introduce him to teaching in low-income schools; he needed a clearly defined and nonthreatening role. Without a system of supportive relationships, as described above, Jackson could not adequately benefit from this training experience, nor be adequately prepared for teaching in a low-income area school.

CASE STUDY #3

Abstract

Project C is viewed through the eyes of Juanita, a young woman whose family came to the Midwest from Puerto Rico hoping to find better employment opportunities. Juanita felt that Project C enabled her to focus on her interest in culture as a major vehicle for training to teach in low-income area schools. Juanita discovered that the interns in Project C were expected to take an active role in planning their own individualized programs. The Project C staff considered the interns to be expert teachers in their own right capable of providing valuable resources to the teachers in the local schools. Therefore, the interns functioned as special consultants, initiating and directing a variety of special projects. They used education that is multicultural as a thread to integrate their many activities which included school as well as community-based experiences. In addition, Juanita took courses at the nearby Teacher Corps-affiliated college as well as special seminars which were designed to meet the training needs of the interns. Although she did not observe and practice teach in the classroom in a traditional manner, Juanita felt that she was receiving preparation which would enable her to pursue her desired career of teaching in a low-income area school.

CASE STUDY #3

1. Background

Juanita Y., one of the four interns at Teacher Corps Project C, has been a long-term resident of the local community, an Hispanic center located in a small, but heavily industrial urban area in the Midwest. Her family came from Puerto Rico when Juanita was very young, with the hopes of finding employment in the steel mills. They arrived during a period when jobs were plentiful and settled in the rapidly growing Hispanic community.

In more recent years, however, the closing of many of the steel mills, which function as the mainstay of the local economy, sent unemployment rates soaring. Juanita's family, their relatives and neighbors were among the first to feel the effects of the tightening job market and although they came to the Midwest expecting to improve their financial status, within a short time, they found themselves settled in a predominantly low-income area with little likelihood of opportunities for improvement.

Juanita first became interested in teaching while still a college undergraduate, enrolled in the unversity near her home community. Other events, however, in her life delayed her making the commitment to a teaching career. Responding to the growing difficulty in finding jobs experienced by many members of her community, and hoping to find a place where she could feel financially secure as well as culturally at home, Juanita quit college and returned to her birthplace in Puerto Rico.

Although her stay in Puerto Rico reaffirmed her cultural heritage, Juanita did not wish to be continually separated from her family on the mainland. Therefore, she decided to return to the Midwest, where she could be near her family and continue her college education. Back at the university, Juanita decided to make teaching her profession and determined to find a way to incorporate the important dimension of culture in her educational activities. Friends at the local university, who understood her interests, guided her to Teacher Corps Project C, where she applied and

was admitted with the understanding that she could complete her undergraduate program during the beginning of her two-year commitment.

2. Orientation

At a brief, four-day orientation period, Juanita learned about Teacher Corps Project C and met the other three interns with whom she would be working throughout the coming year. Together, they filled out all the requisite forms, discussed the program coursework, and began to make plans for the upcoming year. At Teacher Corps Project C, Juanita soon discovered that she and the other interns would be expected to take an active role in shaping their own program. She was excited by the prospect of helping to design some of her teacher training activities, since she felt that she would learn more through this process. In addition, Juanita felt that she and the other interns would benefit from individually-tailored programs best able to meet each of their respective training needs.

3. CMTI

After the orientation, Juanita departed for the Corps Member Training Institute (CMTI) with the rest of her project team. She was excited by what she did and saw at CMTI; she enjoyed meeting people from all around the country and learned many important concepts which she could apply when she reached the classroom. All in all, their CMTI experiences served to inspire the Teacher Corps Project C interns for the rest of the coming year.

While at CMTI, Juanita and her fellow interns kept journals of what they were learning. At the end of each day, they recorded interesting activities, readings, comments, ideas, suggestions, and questions that had come to their attention during that day. Since CMTI involved them in so many different activities over a relatively brief period of time, keeping a journal helped the interns to organize and reflect upon their experiences.

Juanita felt that the Teacher Corps Project C interns were able to make the most of their CMTI experiences. They held frequent meetings with

their Team Leader, using their journals to discuss and compare their learnings. In addition, they focused on generating ideas for projects which they might undertake in their own community in order to actualize their newly acquired knowledge. Once they returned to Project C, they continued their discussions and included the rest of the project staff. These meetings served a team building function as well as ensuring carry-over from CMTI to the local project. Finally, the meetings helped to set the course of the project for the rest of the year.

4. Post-CMTI

Shortly after returning from CMTI, Juanita and her project team attended a two day follow-up meeting with other local Teacher Corps network groups. She enjoyed this special conference since it helped to refresh her CMTI learnings. In addition to providing a sense of continuity, the meeting gave her a chance to hear other groups' reactions to CMTI and to engage in an exchange of opinions. Together, the different teams discussed ways in which they could apply their CMTI experiences to their respective local projects. They studied techniques whereby Teacher Corps teams could become involved in their community schools, taking into full consideration the norms, communications systems, and authority structures of these schools. Juanita felt that the conference gave her a helpful preparation for entering the low-income area schools.

The spirit of CMTI was apparent throughout many of Juanita's project activities during the rest of the summer and the fall semester. Upon their return, the interns set about applying their new ideas in as many ways as possible. For example, they adapted some of the games they had become familiar with at CMTI for use at the fourth grade level. Both Juanita and one of the other interns chose to have their student teaching experiences at the fourth grade level, and planned to introduce their game adaptations in these classrooms.

Another summer activity which Juanita found valuable involved an extensive textbook review. Working in teams with the local inservice teachers and university professors, the Teacher Corps Project C interns

identified racism, sexism, and ageism in local school textbooks. Juanita had an opportunity to become familiar with the range of materials used in local schools. After the review, she and the other teachers were readily able to point out racism or sexism in the textbooks they themselves would be using. Furthermore, they felt that by carrying this process into the classroom they could involve the students in developing an awareness of stereotypes. Juanita felt that students who participated in identifying stereotypes in their textbooks would learn not to accept everything they read at face value. In addition, she hoped that the process of developing these new attitudes might serve to increase the motivational levels of the low-income and minority students who might otherwise have identified with the stereotypes.

5. Academic Coursework

Juanita's schedule for the fall semester included school experiences during the morning and coursework during the afternoon. A special study period was arranged for the interns in between their morning and afternoon activities. Juanita considered the study period a lifesaver; without it, she was not sure that she could have managed the almost overwhelming schedule of diverse activities and the exceedingly fast pace of learning which was expected of the interns.

Several options for coursework were available to Juanita. Since the university campus was located conveniently near the project schools, she was able to enroll in regular university courses of her choosing. In addition, Juanita took inservice courses or workshops together with the local school teachers. Generally, these classes were held on-site at local schools and were conducted by the Team Leader or other Project C staff members. Juanita valued the opportunity to study alongside the regular teachers and, thus, to develop warm, personal as well as professional relationships with them. For the most part, her courses followed a participatory model. In conjunction with one course, for example, Juanita worked to develop a unit on folk music which was subsequently performed for students at an International Folk Festival.

Finally, when the regular university did not offer courses which the Teacher Corps Project C staff considered essential for training the interns, staff members redesigned special courses specifically for the interns. For example, it was felt that the interns would benefit from an ethnographic understanding of their community. Since no appropriate course of this nature was offered at the university, an anthropology professor was recruited to help the interns conduct an ethnographic study of the community.

The special course, entitled "Inner City Education Workshop," combined elements of education and anthropology, and was designed to better acquaint both the interns and their Team Leader with the community. In preparation for the course, the interns read a selection of books about ethnography and American cities. After discussing the readings, they located each of the four project schools on a city map and took a driving tour to learn about the geography of their community.

The "Inner City Education Workshop" also involved the interns in a series of interviews in the community. One set of interviews with community agencies sought to determine what types of services were available to residents of the community. In addition, interviews were conducted with various community residents concerning the history, issues, and institutions of the community. The interns each selected a specific topic on which to focus their portion of this survey. At the conclusion of the course, their reports were compiled into one volume to be used as a community resource for future projects.

6. School Experience and 7. Community Experience

Juanita soon discovered that her coursework, community activities, and school experiences were thoroughly integrated at Teacher Corps Project C. Often, it seemed that the respective program components had been completely merged. For example, coursework or workshop discussions frequently led to projects to be conducted in either the schools or a community setting. At other times, the interns brought community activities to the schools, or represented the schools at community functions. Perhaps, Juanita thought,

the dominant and continued presence of Project C's multicultural component was responsible for achieving such a complete blend of so many different activities.

From the beginning of their Teacher Corps program, Juanita and the other interns found themselves taking a unique role in the schools. They did not become involved in any classroom observations on a regular basis, since such a role might easily have been perceived as threatening by many teachers. Rather, Juanita discovered that her role was to be defined as a special consultant, or "demonstration teacher," who instigated special projects which were designed to improve the quality of education in the low-income schools.

Juanita learned from the Teacher Corps Project C staff that she and the other interns were considered to be highly skilled, highly qualified teachers in their own right. They were perceived to be professionals who could provide the school teachers with valuable resources which would otherwise not be readily available in a low-income area school. They were expected to serve as "agents of creativity" in the schools and to assist in ensuring that the overall Teacher Corps effort would be a success.

As the fall semester progressed, Juanita found herself involved in many interesting and informative activities which she felt would help prepare her to teach in a low-income area school. The interns took advantage of National Education Week to organize a series of multicultural events which they felt were appropriate for students in the low-income schools. The week began with instruction about the similarities and differences between various cultural groups and was geared for an ethnically diverse elementary school audience.

As the week progressed, Juanita and another intern involved their fourth grade classrooms in a simulation activity about foreign cultures. Each of the classes was programmed as a different non-English-speaking culture, with different body language as their means of establishing communication. The students were allowed to practice their new "culture," and then two groups of students were exchanged between the classes. The

exchange students were given a short period during which to attempt to communicate with members of the other culture, before returning to describe their reactions to students from their own class.

Later during the week, Juanita instructed her students how to make the traditional "Ojo de dios," and explained its place in the history of Hispanic culture. After the students finished constructing the decorative symbols, Juanita arranged for them to be displayed in the school, and to be brought home by each youngster at holiday time. On yet another afternoon, the classes helped to prepare a fiesta of international foods. The diverse menu was served and enjoyed following a multicultural program, including a puppet show, singing, and dancing, which marked the culmination of National Education Week.

The activities for National Education Week took a long time to prepare; however, after the special week itself had come and gone, the interns were left with a set of valuable lessons and exercises which they were able to introduce to other groups of students throughout the rest of the year. After National Education Week, Juanita found herself with more free time to embark on new projects since she had also completed her ten-week practice teaching experience in the fourth grade. Together with Doug, another of the interns, she began an intensive study of the audio visual materials housed at the project high school. While she categorized the already catalogued materials into topical groups to determine which would be useful for which classes, Doug began viewing still uncatalogued slide tapes and films. Synopses of the materials were then prepared describing the informational content presented as well as the general language and vocabulary levels employed.

Juanita felt that the interns' audiovisual work served an important function because it facilitated the movement of materials into the instructional program. Few teachers were able to find the time required to search through the media center themselves for materials to use in their classrooms. Therefore, after reorganizing the available materials, Juanita and Doug talked with each of the teachers to learn what topics they expected to be covering in their classes. They then researched the media center for

appropriate filmstrips, tapes, or slides on each topic area. Acting as consultants, they were able to assist the teachers in incorporating the audio-visual aids in their classrooms. Finally, the interns held a media library open house to encourage the teachers to use the available materials. Juanita found that the teachers welcomed her efforts and appreciated the opportunity to work cooperatively with the interns.

Their work in the media center spawned a number of other projects which kept the interns busy. For example, in collaboration with the high school guidance counselor, they developed a career awareness program which was sensitive to the needs of low-income students. A slide show, "Job City," which had been created by the Teacher Corps Project C staff, was shown to students in the project schools. Juanita noticed that many of the students were delighted to recognize persons and places they knew since the slides had been taken in their community.

Juanita helped to develop a unit on career awareness which included a survey questionnaire, constructed with the assistance of the guidance counselor, and an explanation of career clusters. After administering the questionnaire to groups of students, the interns computed their results to determine which careers were of greatest interest to the students surveyed. They then planned a Career Day with speakers for each of the career areas in which the students had expressed interest. Juanita felt that the special day was valuable because many students became better acquainted with the career opportunities available in their own community. They learned about the skills and training required for each type of work, information which Juanita felt especially important for youngsters in a low-income area with a high unemployment rate.

Juanita had many opportunities to see how her teacher training activities could benefit the local youngsters. Since she and the other interns were instrumental in developing special projects they were able to provide the youngsters with experiences that they would otherwise have missed. In addition, Juanita felt that she was learning about the needs of the youngsters in the low-income schools, and acquiring numerous techniques for meeting the youngsters' needs in a creative manner.

Juanita found that some teachers were more receptive to the Teacher Corps Project C approach than were others. However, she also found that word about positive experiences in one classroom tended to spread, thus drawing in many of the more reluctant teachers. For example, when she became involved in a videotape project in one class, the teacher in the next room saw how enthusiastic the students had become, and he wanted to invite the interns to his classroom as well.

Juanita had numerous opportunities to witness the enthusiasm and excitement generated by the special projects that she brought to the school youngsters. She could see that it was possible to spark the motivation of many of the youngsters who appeared to be disinterested by school. In one junior high social studies class, the interns helped the students to produce a news broadcast on current events. First, they taught the students how to use a newspaper; then they developed a script for the news show; finally, they made a videotape of the finished product. In another junior high classroom, Juanita became involved in supplementing a current events unit with a project in which the students created their own newspaper.

At first, the regular junior high teacher sent only his more advanced students to work with Juanita and the other interns. Since these students had completed their regular assignments at home, they were allowed to work with the interns during classtime. However, since the other students were not highly motivated, it was decided to give them an opportunity to work with the interns as well if they could complete their regular workload. These students became so excited about working on the newspaper with the interns that many of them began doing their regular classwork and homework for the first time. Their teacher was very pleased to see those students with which he had had the most difficulty making such rapid progress. Juanita herself was pleased to find that her efforts could make a difference in the low-income area school.

Juanita and the other interns used many multicultural activities to generate enthusiasm among the youngsters in the project schools. Since the student body included a sizeable Hispanic population, Juanita decided to

organize a cultural unit on Puerto Rico at the high school. This activity gave her an opportunity to utilize her own cultural background to help stimulate the students' awareness.

Juanita began her unit on Puerto Rico by showing several filmstrips on the history and culture of Puerto Rico to students in the high school Spanish classes. She then involved them in researching the lives of famous Puerto Rican artists, musicians, athletes, and politicians. After the students had conducted their research, they presented reports; in addition, Juanita arranged for a variety of special presentations. For example, two students demonstrated Puerto Rican dances and a musician gave a classical Spanish guitar performance. Finally, with the help of the Teacher Corps staff, a variety of Spanish foods were prepared and served to the students and faculty members.

Since the members of Teacher Corps Project C felt that the local schools would benefit by an increasingly multicultural focus, they decided to hold an inservice program for the bilingual teachers in the city schools. Juanita and the other interns became involved in organizing and presenting the inservice materials. They gave an overview of the concept of education that is multicultural, and described many of the activities which they had undertaken thus far as part of their Teacher Corps program. Juanita explained the cultural unit on Puerto Rico which she had just conducted, and showed the inservice teachers some of the filmstrips she had used. The interns discussed the bilingual and multicultural materials which the teachers could use, and displayed or demonstrated some particularly useful materials.

8. Future Plans

As her first year with Teacher Corps Project C drew to a close, Juanita felt that she had learned a great deal about teaching in low-income area schools. Her year had been full of many rewarding experiences, both in the community and in the project schools. As a result, she felt that she had gained a better understanding of the special needs of low-income students. She thought that, as a teacher, she must take the every day

reality of the students as a starting point and work from there. It was a mistake to be too abstract with the students, or to make too many assumptions. Rather, Juanita learned that it was essential to design concrete and experiential lessons for the students, thus stimulating them to overcome their feelings of alienation and lack of motivation.

Juanita also learned about the importance of her own identity in the process of becoming a teacher. She felt that the teacher's own cultural identity and awareness could be a critical factor for success in the classroom, particularly with low-income youngsters from a variety of cultural backgrounds. As a result of her involvement with many multicultural activities throughout the course of the year, Juanita developed a firm belief in the value of such experiences. She felt that she had participated in the transformation of the project schools, and saw education that is multicultural as a powerful tool capable of transforming the quality of education in a low-income area school.

As a result of her positive experiences in Teacher Corps Project C, Juanita expected to seek a job teaching in an urban school system after completing her degree. She thought that, because of her cultural background, she could easily identify with youngsters from the inner city and could, therefore, be successful teaching in a low-income area school. She had an enthusiastic outlook about her future teaching career plans.

EPILOGUE

Juanita's experience in Teacher Corps Project C illustrates the importance of <u>developing a wide range of teaching skills</u>, particularly for teacher-interns intending to teach in low-income area schools. For the most part, Project C treated Juanita with the assumption that she was already a dynamic teacher capable of succeeding in a low-income area school. This positive attitude was conveyed to all the interns as well as to her local school staff and members of the community.

Juanita's introduction to low-income area schools was facilitated by her role as a special projects' consultant. Through the development and implementation of many creative ideas, Juanita learned first-hand about low-income area schools. The interns' training in Project C emphasized involvement in a variety of concrete and practical activities which would clearly benefit the members of the low-income school community.

In particular, Juanita was involved in activities related to the implementation of education that is multicultural. At Project C, it was assumed that increased cultural awareness would enhance the quality of education in low-income area schools. Therefore, Juanita and the other interns became familiar with curriculum materials, as well as supplementary instructional aids. She learned by direct experience how to enrich the educational opportunities of low-income youngsters. While few of Juanita's activities involved actual classroom teaching experience, it was expected that her varied and active training program would equip her to serve as a teacher in low-income area schools.

CASE STUDY #4

Abstract

Project D is viewed through the eyes of Joyce, an older intern and single parent who had moved to the Project D community, located on the Western Plains, relatively recently. Having spent most of her life in middle-class areas, Joyce's experiences at Project D served as an introduction to the low-income community where she would be teaching. The interns participated in a wide range of community activities including a community search and home visitations to families from different socioeconomic levels. As part of a very busy schedule, Joyce and the other interns conducted lengthy periods of observation in the project schools prior to practice teaching. As a result of her experiences, Joyce felt that she had become acquainted with the cultural backgrounds of her students, their special needs, learning styles and appropriate patterns of discipline. However, since she did not have experience in middle as well as low-income area schools, Joyce remained unclear about the differences which might be involved in preparing to teach in the different areas. She concluded that it would be best to simply assume that she was preparing to be an effective teacher and not place too much significance on the fact that she was teaching low-income youngsters.

CASE STUDY #4

1. Background

Joyce Z., a single parent, aged 29, with two young children, is one of the four interns at Teacher Corps Project D. Joyce became involved with Project D when she was still new to the local community. She had just moved to the area, which is located on the Western plains, from a neighboring state, with the intention of rebuilding her life after the end of her marriage. Having lived most of her life in middle and lower-middle income areas, Joyce's first extensive exposure to a low-income community came after her divorce.

Shortly after she and her family had relocated, Joyce became involved in the local schools as a parent aide for a Title I project. Since an undergraduate major in anthropology had not offered her much in the way of employment opportunities, Joyce turned to the field of education hoping for better prospects. Over a number of years, she had accumulated graduate credits in education; however, Joyce knew that she needed to receive more practical training if she was to make headway in her career. Her experiences as a parent aide brought her into contact with the local Teacher Corps program. After attending several community meetings, and learning about Project D, she decided to apply for an intern position.

Joyce was pleased to enter the Teacher Corps because she was impressed with the training approach and its emphasis on community involvement. She felt assured that after completing the two-year program she would be well equipped for a career in education. During the orientation period at Teacher Corps Project D, Joyce participated in many different types of activities which gave her information about the program, as well as about the local community, and introduced her to the other three interns.

2. Orientation

During the weeks prior to the Corps Member Training Institute (CMTI), the Project D interns made a thorough study of their community, including

home visitations, and visits to local and state agencies, local businesses, and the local schools. First, Joyce and the other members of the team conducted a "Community Search." Joyce learned that the district was extensive and very spread out, with a mixture of rural as well as urban sections. Although many of the outlying rural areas had formerly housed independent school districts, they had been consolidated with the urban areas. Joyce learned that the elementary schools had a fairly even distribution of black and white students, with smaller subgroups of Chicanos and Native Americans. The high school, on the other hand, was predominantly black, since many white families, who could afford to, sent their children to private secondary schools.

The interns made a map of their community, pinpointing the project schools, as well as landmarks such as local churches, police stations and fire stations. Joyce discovered that very few fire stations were located within the approximately twenty-five mile area. Thus, she concluded that the area constituted a potential fire hazard, a fact that she felt few community members realized. The interns also investigated housing patterns in the area.

Another activity undertaken by the interns at the outset of the year was the home visitation project, which gave them an opportunity to compare families from different income levels. Each of the interns was scheduled to visit and interview the members of three families; one low-income family, one middle-income family, and one higher-income family. Although the visits were prearranged by a school guidance counselor, Joyce was afraid to go to the homes. Talking to the other interns, she learned that they all shared the same qualms. They decided to confront their Team Leader and explain their feelings and ask her to cancel the visitations. When she heard about the interns' reluctance, the Team Leader speculated that perhaps such a risky activity should not have been scheduled so early in the year, before the interns really developed a sufficient level of confidence. However, rather than cancelling the visitations, the Team Leader persuaded the interns to make the visits in teams of two.

Joyce was able to overcome her fears by traveling to the homes with one of her fellow interns. The first home she visited belonged to a low-income family. Joyce was shocked at the extreme poverty with which she was confronted; the family lived in a shack made with cardboard on the walls and newspaper on the ceiling. There was an outhouse and no running water. However, the family welcomed the interns into their home and talked very openly during the interview. Joyce was impressed with the fortitude of this family, particularly in the face of illness and other hardships.

The next family Joyce was scheduled to meet was a middle-income household. Even though an appointment had been made, it turned out that the family members were unwilling to meet with the interns. Joyce felt that the broken appointment told her something about this family's life-style, even though she never actually interviewed its members. Finally, Joyce and her partner visited a family who lived in a mobile home which she thought was "nicely" furnished. Although they were more probably lower-middle class, Joyce considered this family to be of a "high socioeconomic level" since that was how the visitation had been designated. During this interview, Joyce heard first hand about racial conflicts and the phenomenon of "white flight" in this community. The family explained that they were expecting to move soon since their neighborhood was no longer in a white section of town, as it had been when they moved there.

Joyce was impressed with the tremendous differences she saw between the families of different income levels. After completing her visits, she wrote a report about her observations and impressions. The report attempted to distinguish between her objective observations about the effects of socioeconomic status and her own personal conclusions about the qualities of each family's lifestyle.

During this time, Joyce also became involved with the community through participation in the Parks and Recreation Summer Program. In this capacity she assisted in arts and crafts activities as well as organized games. She had a chance to get acquainted with many students in a relaxed, out-of-school atmosphere. She was also able to observe the child care arrangements which some of the low-income families made during the summer-

time, noting that many children were left in the care of older siblings in the absence of other available child care.

The interns also took a Value Clarification Seminar which prepared them for their experiences at CMTI. This seminar, a major vehicle for education that is multicultural at Project D, focused on the development of cultural awareness. One activity which Joyce found particularly interesting took place at a breakfast meeting held for the interns. Before the meal, each of the interns was instructed to set a place at the table, demonstrating how each of their families followed a different custom. Joyce was surprised to see that there was so much cultural variation reflected in such a simple, everyday activity as setting the table.

The interns also completed their family trees as part of a workshop designed to promote their awareness of their own cultural heritage. Previously, Joyce had never given any consideration to her own ethnic background as an Anglo-American. She enjoyed the opportunity to contact her relatives and interview them regarding her family origins. As she completed her family tree, Joyce developed a new sense of her own ethnic identity, a sense she had always assumed was only appropriate for members of a minority cultural group to cultivate.

During the summer workshops, the interns also viewed a film on prejudice. Their discussions focused on racial prejudice; no consideration was given to prejudice generated by socioeconomic status. Similarly, in their study of cultural heritage and identity, the interns investigated their ethnic roots, but not the economic aspects of their backgrounds.

3. CMTI

By the time that the interns were scheduled to leave for CMTI, they had established a considerable degree of team spirit among themselves. Joyce was glad that she was attending the conference together with her fellow teammates. For the Project D interns, however, their CMTI experiences did not live up to expectations. Although Joyce herself did not have any directly unpleasant experiences, she was very much affected by several incidents involving other members of her team.

Diane, one of the white Project D interns, became very upset during a CMTI activity which focused on black and white issues. Diane felt she had been personally attacked and humiliated during the exercise by "the Northerners" in the group. This disturbance was exacerbated when Diane was threatened with a failing grade and accused of apathy and drug taking by one of the Multicultural instructors.

The interns from Project D held a meeting to decide what to do about the conflicts. Two members of the team had been threatened with failure; they felt that they had been unfairly treated and they wanted to leave CMTI early without completing their course of study. Since Joyce felt a high degree of comradeship with her teammates, she felt that it was important for them to act as a unit. In retaliation against the treatment they had received, the interns decided not to hold a values clarification workshop which they had agreed to present. However, in the end, they finished their CMTI course as planned because they were afraid of the repercussions of failure on the remainder of their Teacher Corps program. They left CMTI with the collective sense of having endured an unfortunate and negative experience.

4. Post-CMTI

Joyce was glad to return to Teacher Corps Project D and to her home community. During the remainder of the summer, she attended special courses with the other interns; they studied about Glasser's approach to discipline and participated in seminars on learning styles and observation techniques. At the same time, Joyce became involved in several community activities; she was active in a health awareness program as well as in the planning for a community newspaper. Finally, she and the other interns planned an audiovisual presentation describing Teacher Corps Project D. Many of these activities, begun during the summer, were carried on to completion during the following year.

By the end of the summer, Joyce felt that she had been with the Teacher Corps for a long time and had been involved in many diverse activities. For the most part, she felt that her experiences had been

exceedingly informative and rewarding as preparation for teaching in a low-income area school. However, she began to fear that she would not be able to maintain such a fast pace of learning over a more extended period. As the fall semester got underway, and she was faced with a barrage of more new activities, Joyce's feelings of overwork intensified.

Joyce thought that perhaps her status as a single parent was responsible for her feelings of overload. Checking with the other interns, however, Joyce discovered that they all shared her feeling of overwork. Daily debriefings with their Team Leader helped the interns to maintain their many commitments; at the same time, these meetings added to the general feeling of pressure. She and the other interns tried to confront the Team Leader with their feelings; one of the interns even threatened to quit Project D if there was no relief from their exceedingly demanding schedule. In the end, the Director was forced to intervene and promised the interns and Team Leader that she would mediate their conflict.

Joyce's busy fall schedule included a combination of school, community and coursework experiences. She spent the mornings in the schools, attended field-based courses during the afternoon hours, and also went to school debriefings each day. Joyce's full schedule included an evening course as well as several community activities which were supposed to account for approximately seven hours each week. In addition, Joyce found there were always extra requirements; for example, the interns were required to read and report on professional materials, at the rate of at least three articles or studies per month. With virtually no free time during the week, Joyce soon realized that she had to view her Teacher Corps program as more than just a job. She reasoned that if she was able to make it through the two years successfully she could easily handle any teaching job.

5. Academic Coursework

Joyce found her courses informative and useful for her in the classroom. In particular, she thought that "Problems in Elementary and Secondary Education" was valuable because it addressed many of the issues

pertaining to education that is multicultural which had been raised at CMTI and during the summer workshops. During the fall semester, she also attended a "Philosophy of Education" course and a class on "Classroom Management," both field-based courses. Her spring semester courses included "Advanced Language Arts" and "Curriculum Development," both of which were taught in the field, as well as "Foundations of Educational Research," which was offered at the university. In addition, Joyce went to a series of inservice workshops which were sponsored through the local school system. Topics for these workshops which interested Joyce included Multicultural Education, English as a Second Language, Title I, Indian Education, and Vietnamese Programs.

6. School Experience

It soon became apparent to Joyce that Teacher Corps Project D placed a heavy emphasis on observation as part of the school experience component of her training. The interns were scheduled to spend from one to one and a half weeks observing at each grade level from 1 through 12. They started at the elementary level and worked their way up through the middle and finally the senior high school levels.

Joyce found her classroom observations interesting, particularly during the first few weeks. Her training in observation techniques proved helpful in preparing her to make meaningful observations in the classroom. She thought it was especially exciting to have an opportunity to experiment with different observation techniques. For example, in some classrooms Joyce would observe and record for periods of up to 20 or 25 minutes. She frequently found this to be difficult at the elementary level since many of the youngsters began to vie for her attention, interrupting her observations.

Joyce also experimented with the Flanders Interactional Analysis method of observation. According to this technique, she recorded activities every three seconds for ten minutes. Although she thought that observation provided valuable information about the classroom, she discovered that many of the teachers felt threatened by the observation

process. After a while, Joyce also felt that her observation schedule became too tedious; she had difficulty finding the time to complete the two written reports on her observations which she was required to produce each week. She even suspected that some of the other interns might have resorted to inventing observations as they became bored with the repetition of the process.

From her weeks of observation, Joyce felt that she was able to put together a portrait of the successful teacher in a low-income school. She thought that Mrs. D., an 8th grade science teacher with whom she had spent additional class time, epitomized many of the characteristics of a model teacher. To begin with, Mrs. D. always attempted to be alert to her students' needs and behaviors. In addition, Joyce was impressed with Mrs. D.'s ability to identify the more subtle, or unexpressed, needs of her students, and to respond to them.

Mrs. D., Joyce observed, communicated a caring, but at the same time demanding attitude to her students. She never talked down to the youngsters; rather, she made it clear that she had high expectations for them. Joyce thought that Mrs. D.'s expectations were probably responsible for the high degree of productivity and achievement among most of her students.

Mrs. D. explained to Joyce that she though many of the low-income students lacked self-discipline, but that it was possible to maintain control in the classroom nonetheless. Since many of the youngsters came from homes with different expectations regarding discipline, Mrs. D. made a concerted effort to make the standards for her classroom as clear as she could to her students. Joyce noticed that Mrs. D. sometimes involved the youngsters themselves in establishing the rules of the classroom, a practice which appeared to encourage their cooperation.

Mrs. D. also explained to Joyce that she thought many of the low-income youngsters did not automatically value the process of learning. Therefore, she saw an important aspect of her role as a teacher to instill a greater appreciation of learning among her students. Joyce observed many ways in which Mrs. D. managed to stimulate an excitement for learning in

her classroom. For example, she had set up various "learning centers," which were colorful and drew the attention of her students.

Joyce also noticed that Mrs. D. always made an effort to stress the relevance of the topics she introduced in her classroom. Mrs. D. was aware of the manner in which current problems affected the lives of her students. In speaking about topics such as nuclear energy, solar energy, or soil conservation, she incorporated a concern for the ways in which these issues had an impact on the lives of her students.

Perhaps most important, Joyce concluded, was the sense of caring and dedication Mrs. D. displayed to her students. Joyce thought that it was difficult to teach the youngsters in a low-income school, but from observing Mrs. D. and many of the other teachers in project schools, she felt inspired herself. She remained confused, however, about exactly how what she was learning applied to low-income schools in particular. Since all of her Teacher Corps Project D experience was in low-income area schools, Joyce had no way of judging how teaching might be different in a middle-class area school. On the one hand, Joyce suspected that students often exhibited different sets of attitudes and behaviors in low-income and middle-income area schools. On the other hand, she wondered how much of the difference resulted from the attitudes and behaviors of the teachers and staff in these respective areas.

Since her training in Project D did not state economic distinctions explicitly, Joyce made the assumption that she was primarily learning to be an effective teacher, regardless of the setting in which she would be teaching. All of her multicultural training had stressed the importance of treating different ethnic and racial groups in an equal manner. Joyce reasoned that she should not place too much significance on the fact that she was teaching low-income youngsters. In this way, she felt that she could be most fair to all of her students.

Joyce found that Teacher Corps Project D did not provide as much classroom teaching experience as she had expected, at least not during the first year of training. For the most part, after their observation period,

the interns became involved with tutoring or small group activities in the classroom. Joyce chose to work in an elementary class, where she was given responsibility for an advanced math group and a slow reading group.

On one day, however, Joyce was asked to teach the entire group of 25 students. While she was conducting the lesson, she noticed a little girl playing tic tac toe. Joyce took her paper away and the little girl called Joyce a "bitch." Joyce felt at a loss; she did not know how to control the youngster's behavior, and when she attempted to talk to the girl, she even denied having sworn at the intern. In the end, the regular teacher took over and sent the girl to the principal's office to be paddled.

Joyce was upset by this incident. She had been shocked and unprepared for the youngster's behavior. She felt that she should have known how to handle the situation, but she did not have the necessary experience. To make matters worse, she did not agree with the manner in which the regular classroom teacher resolved the situation; she thought that the teacher was too demanding and authoritarian. Joyce would have preferred to allow the girl more of an opportunity to talk about her feelings.

The next day, Joyce learned that the little girl's mother had been in the hospital having a baby. Hearing this, Joyce felt that she had reacted too hastily; she thought that perhaps the girl's behavior had been justified by her circumstances. When the youngster showed Joyce a picture of her new sister, it was clear that no bad feelings had remained. Joyce was surprised that the girl seemed to have forgotten her strong punishment and relieved to see that she still could have a positive relationship with the child. She could see that there was a fertile ground for misunderstandings between herself and her students and that she needed to be more fully aware of the difference in perspectives if she was to establish a rapport with her low-income students.

7. Community Experience

Throughout the year, community activites figured as a substantial portion of Joyce's Project D schedule. Her community work was expected to

stimulate increased parent involvement in the local educational process. The Teacher Corps placed a high priority on parent participation since, unlike middle-income parents, few low-income parents tended to take an active role in their youngsters' schooling. The approach followed by Teacher Corps Project D was to develop community programs or functions, which would then be maintained by the community itself.

When Joyce assisted in the preliminary work of organizing a neighborhood Girl Scout program, she was expected to recruit people for a resource committee. She was told she had to remain on the committee herself until she had identified enough permanent members. Joyce discovered that it was very difficult to get people involved, especially since she herself had little time to devote to the task. Furthermore, she felt uncomfortable with her role since she did not feel it was her place to interfere with the lives of other community members.

Another community activity undertaken by Joyce and the other interns was assistance with the Community Council elections. Occasionally, they attended Community Council meetings, as well as community workshops for parents. Finally, Joyce participated in an investigation of parent-sponsored activities at the high school level. Once again, the purpose of this activity was to stimulate parents' interest and to put the parents to work to improve the educational opportunities available to their youngsters. And again, Joyce experienced conflict with the Project D goals because she did not believe it was appropriate for her to take an active role in involving disinterested parents.

8. Future Plans

At the close of her first year with Teacher Corps Project D, Joyce still felt excited by the prospects of a career in education. Although she felt overwhelmed by her hectic schedule at times, she was confident that she was receiving an excellent preparation for teaching in low-income schools. She expected to find a job in the local school system or in a similar low-income area.

In the more distant future, perhaps when her children were older, Joyce envisioned herself returning to graduate school for an advanced degree. She was interested in pursuing the subject of education that is multicultural, to which she had been introduced at Project D. She thought that she might be able to take advantage of her previous training in anthropology and hoped in the long run to embark on a career as a multicultural specialist, serving in either low-income or middle-class schools.

EPILOGUE

Joyce's experience in Teacher Corps Project D illustrates the importance of understanding the impact of socioeconomic status, particularly for a teacher-intern planning to work in low-income area schools. It is not sufficient for an intern to develop cultural sensitivity; an understanding of cultural factors must be balanced by an understanding of economic factors. Furthermore, although not offered by Project D, a basis of comparison between low-income and middle-income schools appears to be essential if the intern is to finally understand the relativity of differences.

Clearly, the development of an understanding of socioeconomic factors related to teaching in a low-income area school is not a simple process, particularly for interns with little or no prior low-income experience. Experiences in the community as well as in the schools can provide interns with an understanding of all aspects of the lives of their low-income students. Joyce's case appears to demonstrate the need for adequate time to assimilate many new experiences without a work overload.

Joyce's experiences suggest the importance of a number of related aspects of training which is designed to increase the understanding of socioeconomic factors: (1) Culture of Poverty--Joyce needed to understand the impact of poverty on the lives of her students, at home as well as in school; (2) Role of the Community--Joyce needed to become aware of the importance of increasing parent involvement in low-income communities as a means of improving educational opportunity in those communities; (3) Learning Styles--Joyce needed to become sensitive to learning style

differences and to study techniques which would be effective with low-income youngsters; (4) Discipline Patterns--Joyce needed to become aware of discipline patterns particular to low-income area schools and to study discipline techniques which would be effective with low-income youngsters; and (5) Positive Attitude--Joyce needed to develop a positive attitude toward teaching in a low-income area school; she needed to maintain high expectations for success and achievement on the part of those low-income youngsters with whom she came into contact. Clearly, Joyce's Teacher Corps experience addressed some of these dimensions more thoroughly and explicity than it did others. For Joyce to receive adequate preparation for teaching in a low-income area school, her training needed to develop a full understanding of all the relevant socioeconomic factors.

CRITICAL REVIEW

Issues and Concerns Arising from the Case Studies

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I

The Teacher Corps program is legislated and funded by Congress to "strengthen the educational opportunities available to children in schools having concentrations of low-income families." Teacher Corps works toward this goal as a demonstration program aimed at designing and disseminating successful practices for the professional development (preservice and inservice) of educational personnel in schools in low-income areas. Project decision-making must be collaborative involving a college, a school district, and a community represented by an elected Community Council. At the same time, each project must work on school climate, a personnel development system, demonstration, and adoption as well as include multicultural education, diagnostic and prescriptive teaching, and community based education in its program. The central legislated mandate to serve students in "low-income areas" has a different priority in each of the present 120 Teacher Corps projects. In some projects, this mission is the hub, the gyre, of program design. In others, multicultural education or community based education or school climate or ... becomes central, depending often on the interests of the college staff or school district administrators. The various combinations and permutations of the mission, the outcomes, and the strategies as they emerge in activities result in a wide range of program designs. This study of how projects prepare preservice teachers to work in low-income areas is particularly important in that it seeks to illuminate Teacher Corps' legislated mandate or mission.

The four case studies focusing on interns underlie the very different levels of consciousness with which individual Teacher Corps projects approach their primary task of preparing teachers to work in low-income schools. This essay provides an analysis and synthesis of the approaches

and the issues raised in the case studies which can be used in future program planning. Although the case studies are based on the preservice portion of a project, the issues raised by the case studies and this essay are also central in the design and implementation of inservice professional development programs. Inservice programs in low-income areas with changing neighborhoods, many beginning teachers, or high teacher turnover rates may be especially affected by many of the concerns of this essay.

A small number of case studies of individual projects cannot be used to draw conclusions or generalizations about the 120 Teacher Corps projects' approaches to preparing teachers to work in low-income areas. Rather, these descriptions of four projects can be used to illuminate other projects' experiences. Program planners using these case studies as resources could ask questions like:

> "How is what we have been doing like Project A, B, C, D?"
>
> "Has Project A, B, C, D had a problem similar to ours that they resolved in a different way?"
>
> "Is there something in Project A, B, C, D that sounds exciting that we might want to try?"
>
> "We have been trying to create a list of skills needed for teaching in low-income areas. Can we add to or reinforce our list with information from these case studies?"
>
> "Julie sounds like Jim, one of our interns. I wonder if Jim feels like Julie?"

The following discussion of issues and concerns arising from the case studies hopefully provides a starting point for project conversations--for planning, reflecting on and assessing the project's program for preparing teachers to work in low-income areas.

The projects reflected in these case studies were chosen to represent common programmatic responses to the mandate to prepare teachers to work in low-income schools. In Projects A and B, the low-income focus seems to have been ignored in project design. Some project components even seem to deny or work counter to the needs of schools in low-income areas. Jackson

feels that the suggestions about discipline in his "Learning and Behavior Problems" course are not useful in his school. Many of Julie's college courses neither use nor acknowledge her field experience with low-income students. Project D deals with these issues primarily in the community component which does not seem to be consciously integrated in the school experience of interns. Joyce reports that she developed most of her ideas about effective teaching in low-income schools on her own through observations of Mrs. D. Like Jackson and Julie, Joyce does not report that discussion of ideas about teaching in low-income schools was a formal, on-going part of her Teacher Corps experience. Project C does utilize the school's low-income community as a teaching resource and structures direct community experience integrated with school experience. In these four case studies, the full range of project responses to preparing teachers for low-income schools--from none to the integrating factor in the program--is available for analysis.

An initial review of these case studies indicates a lack of clarity about the legislative intent for the program and the possibilities for implementing that intent in the preservice aspect of the four projects. "Low-income" is used continually to refer to students and schools rather than to the neighborhoods around schools as stated in the legislation, but the meaning of the adjective as projects relate it to students and schools is not clear. These interns--and perhaps project staff who work with interns--seem to be operating with unexamined generalizations about low-income students, parents, and schools. These generalizations are implied in the language of the case studies. For example, "low-income" parents are "not interested" in their children's schooling; interns express the possibility that teaching skills for "middle class" and low-income" schools are similar. The pervasive feeling after reading these four studies is that some projects may not have a mission related to the legislative mandate and that others have not been very successful in translating that mission to action or impact.

II

There are several central issues related to preparing teachers for working in low-income areas which run through these four case studies. The following sections attempt to clarify for discussion four issues

about which a) projects in the case studies may have "no clearly articulated philosophy" and b) participants in the case studies are often confused. Your own project experience may be used to expand these comments for project use.

1. "The question of how to apply her multicultural learnings to a low-income area school was even more unclear." (Case Study #1)

Throughout the case studies, the words "low-income" and "multicultural" or "minority" or "ethnic" appear in the same sentences or in close proximity in paragraphs. We do not know whether this connection was initially made by the interviewers' questions or by the interviewees' responses. While some interns seem to equate the two phrases, others are aware of the differences. Joyce understands that the issues are separate, but it is not clear whether her understanding is due to her previous work in anthropology or to her training in the Teacher Corps project. Julie "...tended to equate low-income with non-whites, and essentially ignored the poor-white population...." Ironically, there seems to have been little discussion within these projects of the strong connection between minority status and poverty. Combatting these related oppressions to create opportunities for low-income students appears as a conscious design factor in only one of the four projects described in the case studies.

These interns' confusion about the two issues is understandable when one reviews educational publications or conversations heard among project staff. "Poor kids" are mentioned in speeches and written introductions, but there seems to have been little discussion or assistance relating to the specific qualities of effective schools in low-income areas. Although there has been much activity around education that is multicultural, less attention has been given to the culture of class or to socioeconomic issues as they affect learning and teaching. Project D in which "interns investigated their ethnic roots, but not the economic aspects of their backgrounds" is typical of many professional development programs, inside and outside Teacher Corps.

2. "...her coursework, community activities, and school experiences were very thoroughly integrated." (Case Study #3)

Throughout the case studies, interns participate in community projects, often with the intent of learning about the low-income area. Projects include creating resource directories, tutoring, home visits, visiting service agencies, and developing committees. However, most of the interns portrayed were residents of the local community before entering the project and might be presumed to have useful information already. The objectives of the community component of their preparation programs are not clear in the case studies. The specific intended learnings from the community activities of interns and the expected application of those learnings to their teaching are not articulated in their programs as described in the case studies.

There are, however, indications in the case studies of interns' responses to their community activities and of the degree of integration of their community activities with other parts of the project. Jackson enjoys the tutoring which he finds "unrelated to the other aspects of his Teacher Corps Project involvement," perhaps because of its very distance from a project with which he is dissatisfied. Juanita is excited because her community activites are "very thoroughly integrated." Julie's community activities are meant to "strengthen ties between the schools and the rest of the community," but do not appear to inform her teaching or to influence her strategies in working with students. Early in her internship in Project D, Joyce feels that her community experiences have been "good preparation for teaching in a low-income area school," but we do not know how or why or in what ways. The Teacher Corps policy on community based education which might provide direction for an articulation of intern involvement in the community is not referred to in the case studies. Laying the experience of the four interns in the case studies against the Teacher Corps policy statement would be useful for readers wanting to understand the rich possibilities for community experience informing teaching practices in low-income areas.

3. "disinterested parents" and "unmotivated students"

Throughout the case studies, there are generalized negative stereotypic references to what are perceived by participants as characteristics of parents and students in low-income areas. Sometimes these perceptions come

from the schools; others come from the interns themselves; some are generated by interns in response to experiences in the project. Thorough examination of school situations, student responses to situations, and reasons for these responses does not appear to be a part of the interns' program. If one were to make a list of descriptors of low-income students from reading the case studies, the list would include "unmotivated," "lacking discipline," "not interested in learning," "using vulgar language." The interns have different responses to these descriptors. For example, Julie and Joyce are shocked by students' language while Jackson feels that the "over emphasis on language was an example of cultural bias against the low-income student." Juanita works with students to "increase the motivational levels of the low-income and minority students who might otherwise have identified with the stereotypes." There are no comments in the case studies about particular strengths of the students in these schools. Rather, the interns' experiences seem to be reinforcing traditional stereotypes.

Parents who do not participate in PTA or parent-sponsored school activities are described as "disinterested." Rather than disinterested, these parents may be tired, without transportation, uncomfortable in a place where they may have failed, etc. There is no discussion in these studies of the notion that parents in low-income areas may have a greater interest in, a greater stake in, their child's schooling than more affluent parents. These interns do not seem to be involved in experiences which systematically examine other explanations for what exists.

Although these four Teacher Corps projects have devoted many resources to learning about the community, the descriptions used by these students seem to have changed very little from those commonly used by schools. Greater clarity about the sources of and strengths of the behaviors of parents and students might help interns better assess the attitudes and skills needed to work effectively in these schools. However, this learning is not likely to occur when the school or college may be perpetuating stereotypes without the conscious design for and implementation of interventions by project staff.

4. "...what courses and experiences were supposed to prepare him to teach in low-income area schools?" (Case Study #2)

As described in the case studies, each of the four interns struggles with trying to determine what skills are important to teaching low-income students. "What courses should I take?" "What teachers should I work with?" "Is the course work, school work, or community work most important right now?" "What do I need to know to work with these students?" These questions run through the interns' descriptions of their feelings. There does not seem to be a strong response from the instructional staff, but there is also no clarity about whether or not interns and staff have ever discusses these questions.

There are several distinct, seemingly self-generated, intern responses to this concern. Jackson decides that he does not like the way schools treat students and does not intend to continue to teach. Others like Julie may decide that a school with middle-income students might be more to their liking. Juanita and Joyce decide that they might enjoy working in low-income schools. In the preservice programs described in the case studies, there seems to be little solid information for interns about characteristics of schools serving low-income students, learning styles related to poverty, or research findings about instructionally effective schools serving low-income students. Faced with this void, interns are left wondering whether teaching in a low-income school is different from teaching in a middle-income school. When interns begin to think, like Joyce, that there may be no difference in preparing to teach in a low-income school or in a higher-income school, Teacher Corps has negated its legislative mandate.

The four preceding excerpts from the case studies could be used as topics for planning or evaluation seminars. To raise concerns of

- the relationship of multicultural and low income
- the implementation of community based education
- the stereotypes of low-income schools, students, and parents
- the confusion about skills needed for effective teaching in low-income areas

within a project would be an attempt to clarify the projects' goals.

With a clearer understanding of what a community, a school, and a college mean by "preparing teachers for schools in low-income areas," project planners can develop activities which reflect the collective vision.

III

An additional perspective for planning successful programs may be gained from the case studies by looking at the three issues of (1) relationships and communication, (2) distance, and (3) the school as a system. The task of developing a Teacher Corps program is particularly complex because it must be a field-based program in a low-income area. Many of the issues related to program effectiveness raised in the case studies are inherent in most field-based teacher preparation programs and can be exacerbated when the "field" is a low-income area.

1. Relationships and Communication

The relationships between the different goals, objectives and values of a college, a school system and preservice teachers are always complicated. Teacher Corps projects in 1978 added the community, total school staff and an additional, temporary college faculty (CMTI) to that already complex set of relationships. Jackson seems to have no one talking with him; Julie appears to have many sets of conflicting directions. While Juanita feels that her program is integrated through the multicultural strand, Joyce has to rely on herself for integrating what she learns about the community with what she learns about the school. As in many other field-based programs, Teacher Corps interns can be caught in the middle of conflicting communications, isolated from any communication, or integrated in a viable communication system.

2. Distance

The physical distance between the college campus and the school site becomes a problem for both Julie and Jackson. In setting up programs that demand the interns' presence on a campus many miles from their school placement and their home, projects make assumptions about interns' time

and money resources that are often inaccurate. Interns may not have cars, a difficult problem for them in low-income communities notoriously underserved by public transportation. As increasing numbers of interns are older persons with families and long-time members of the community in which they work, the time eaten up by commuting to courses on a distant campus becomes a greater issue. Some projects, like Juanita's, at an urban university set up successful field-based courses which work to integrate the three components of school, college, and community. Having professors go from the college to the school site to work with interns as supervisors, advisors, or course leaders also seems to contain problems when the distance is great. Professors may come only once a week; interns must save their questions. Like Julie, many interns may have problems making connections between theory and practice. There is no such thing as a "teachable moment" in a field-based program in which half the program is always commuting.

In many cases the psychic distance between colleges and schools is greater than the physical distance. Professors like Julie's may lack understanding of the school or the community and be unable to help interns transform or transfer knowledge to classroom skills. Others, like Jackson's, may not be willing to provide the personal support or the clarity of expectations that many interns need. All Teacher Corps projects have on staff a Team Leader whose role is to assist interns in the school and to connect the college and school segments of the interns' program. In the case study of Project A the Team Leader--the staff member closest to the interns--is conspicuous by his/her absence. The Team Leader in Project B seems to be accessible to the interns, helping work out problems, listening to concerns, and acting as communicators while Project D's Team Leader came into frequent conflict with the interns. Only in Project C does the Team Leader appear to be central to the entire project in teaching, leading courses, developing learning experiences, integrating pre- and inservice.

3. The School as a System

Many interns like Juanita and Jackson come to teaching wanting to "make a difference" for children. That goal usually includes changing the school, or the system. However, as bureaucratic systems, schools have a tendency to

resist change. College faculty may call for openness; schools may in practice be closed. Interns spending their days inside the school with occasional input from the college often become angry, frustrated, and discouraged. Others who work in projects where the community, school, and college are more integrated often feel more successful, less torn. Occasionally interns find themselves, like Jackson, gradually taking on qualities of an institution they wanted to change and needing to make a decision about staying or leaving.

Schools participating in Teacher Corps projects supposedly need to change to increase opportunities for students through staff development for teachers. The school's expected resistance to change may focus on interns as the most constantly visible members of a project in a school. The threat that interns, and sometimes other project participants, present is often reflected in the way intern time is spent in the school. Like Joyce and Julie, many interns spend large amounts of time observing, sometimes frozen out, not given extensive time to practice. Juanita and her fellow interns were titled "special consultants" because this role would be "less threatening" than any other.

Intern roles are often designed around the needs of the school's system rather than the needs of the interns as learners. Much of the impact of the learning situation may then be lost for interns. There may be little time-on-task practice for interns if they are confined to observing or one-to-one tutoring for an extended time. The expectations stated by Juanita and Joyce as important for student learning are often missing from their own preservice programs. Interns are frustrated by fuzzy or conflicting expectations which reflect the uncertain relationships between the project's school, college, and community components.

As Teacher Corps projects mature during the third year of the five-year cycle, these several relationships and sets of expectations may merge to provide the clear direction and strong support that interns desire and deserve as part of their professional program.

In attempting to analyze and synthesize the issues in these case studies, the pervasive feeling has been one of vagueness. Much of what has been described in Sections II and III is not directly stated in the case studies and may not have been articulated by interviewees. Rather, the analysis must rely on implications and undercurrents. This perceived lack of clarity suggests several possibilities: (1) The idea of preparing teachers to work in low-income areas may so pervade the entire project that it is difficult for participants to focus on and articulate any one piece of that idea. (2) The idea of preparing teachers to work in low-income areas is not central to the program design, or (3) The idea has not been clearly communicated to participants as a conscious part of the program design. Any of these possibilities results in confusion and concern for program participants when faced with the questions posed by this study. This study's most important result may be not the answers it finds, but the questions it raises in respondents and readers.

A curiosity for this writer is the absence of any references in the program designs or in comments of interviewees to the extensive, recent writing and research related to the preparation of teachers to work in low-income areas. After reading these case studies, my next step was to formulate plans for a seminar in "low-income schools." My plans utilizing this recent work include reading and discussion of Bowles and Gintis' Schooling In Capitalistic America (Basic Books, 1976) for an understanding of the economic and social reasons for the persistence of low-income schools and Ron Edmonds' research* on the characteristics of effective schools serving low-income students for clarity about attitudes and skills needed by teachers. Perhaps then I would be ready to better design a Teacher Corps program which would prepare teachers to work in low-income areas.

*e.g. "Effective Schools for the Urban Poor," in Educational Leadership (October, 1979) pp. 15-24.

CRITIQUE AND CRITICAL REVIEW OF THE CASE STUDIES REPORT

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The Case Studies Report has several objectives, some of which it achieves more successfully than others. The major object of the Case Studies Report is to use the portrayal of four individual experiences as a means of depicting four different types of training programs. In selecting the particular studies to be presented and in shaping the details of experiences of the four individual teacher-interns into fictional types, the researcher has attempted to provide the reader with four larger-than-life characters, so to speak. The stories that are told are not exact replications of a person's actual experiences but are colored and fashioned by other notions the researcher has gained from a wide range of interviews with various people involved in each of the projects. Thus, the reader of the case studies is presented not with actual truth but with a version of the truth as the researcher sees it, four fictions that are supposedly more real than the actual life experiences.

There are some real strengths in this approach. First, the CSR provides new teacher-interns with some idea of the kinds of problems that may arise for them and for other interns during the training period. The case study method is a clever method for conveying some do's and don't's and for encouraging new interns to reflect upon their own attitudes and preconceptions. Second, the CSR may serve to alert in-service teachers to the sorts of difficulties which interns may feel, doubts and frustrations they may harbor, and conflicts between teachers and interns that may subtly develop. Hopefully, teachers who are reminded of or made aware of potentially difficult situations by the case studies will try to ease the adjustment period of the new interns. Third, readings of the case studies may set program directors and administrators thinking about the relationship between their programs and those of Teacher Corps. Thus, the case studies may help to resolve problems faced by many programs and spark new ideas and approaches.

While the Case Study Report goes a long way toward fulfilling these goals, there are significant ways in which it falls short of achieving its primary goal as well as broader and perhaps even more important goals.

Most importantly, the Report does not effectively present clear pictures of the four different types of training programs in which the individuals were involved. The reader must deduce far too much from the "real life" accounts in order to perceive the special designs of the four program approaches. So, with so much attention focused upon the particular experience the reader may be left with the impression that some people have the right backgrounds and personal qualities to become effective teachers in low-income schools and some people do not have those qualities. Exactly how the programs succeed or fail in using the strengths of the communities' schools systems and administrations in bringing out the best in the teacher-interns is not clear. The reader must make leaps in logic or speculate in order to draw such conclusions.

Because the individual interns seem to stand out so starkly against a rather vague background which includes school, community and program in a gray shadow, the Case Studies Report can leave the unfortunate impression that the aims and methods of the different program objectives are vague, if not downright absent or counterproductive. More extrapolation needs to be included in the Report to enable the reader to see the connections between the fictionalized experiences and the specific methods of the program. The strengths of the narrative form are undermined by the lack of exposition and analysis.

There is another more general problem which occurs in a reader's experience of the Case Studies Report. Because of the small number of case studies included and the particularity of the four experiences, the reader may lose sight of the bigger picture of which these four cases represent only very limited glimpses. While the strength of the case study method is the attention-getting power of specificity and the drama of reading of an individual's experiences, the danger is that the reader of the case studies may consciously or unconsciously form generalizations

about schools, teachers, and students in low-income areas that are based upon four short stories. With the exception of Case Study #3, each of the interns appears to enter his or her training with unexamined generalizations about low-income students, parents, and schools which are confirmed in their minds by their experience. What is worse is that it is very easy for the reader of the case studies to absorb these unexamined generalizations into his or her own assumptions about low-income schools.

The specific nature of the four case studies makes the report seem applicable only to Teacher Corps interns. The attempt of the case studies to appeal to readers outside of Teacher Corps does not succeed because without more guidance it would take an unusually imaginative reader to discover in the very concrete experiences of these four interns general principles which apply to working in all types of low-income area schools or to teaching in general. Even in-service teachers and those who may be in need of a recharge of their teaching batteries after a few years of service in a low-income area would find little in the case studies that would serve as a source of new ideas or inspiration. The reader of the case studies may go away from it with the belief that only the fortunate match of unusual people with the right circumstances will yield more and better teachers for low-income schools.

Finally, a glaring omission in the present case studies is the lack of any mention of major success stories. There has been much research done on effective teaching techniques for use in schools in low-income areas, and there are studies available that review such achievements. The Case Studies Report would serve a much broader function if it would take a larger view which would acknowledge the complex nature of low-income areas, the rich and diverse experiences of those who live in these areas and teach in the schools, and the widely varying needs and strengths of the people whom the interns will be encountering.

SPECIFIC STRENGTHS AND WEAKNESSES

A. Attitude Toward Low-Income Areas Conveyed

Although the Case Studies Report attempts to prepare the new intern for unfamiliar experiences that may occur during the intern's first encounter in low-income area schools, the Report does not strike a balance between the negative and the positive elements of such an experience. Included in the assumptions that pervade the case studies are several negative attitudes about children and parents in low-income areas: the children use foul language, the parents are "indifferent," and the people of the community often misinterpret good intentions. What emerges from the specifics of the studies is a portrait of a dark and threatening world of the low-income area into which well-meaning young interns enter to be disillusioned and discouraged. The Report would present a more balanced picture if it included some examples of helpful and caring parents, of disciplined and eager children, of students who are just as shocked and offended by an unruly child as a new teacher might be, and of children who are helpful and supportive of teachers and one another.

B. Lack of Positive Teacher, Student, and Community Models

If a reader uses the case studies to evaluate the function and success of Teacher Corps to date, the overall impression he will form may be a negative one. When the four case studies are taken together, the impression they convey is that only one intern, "Juanita," emerged from her internship with a dedication to teaching in a low-income area, and she seems to have survived only because she had grown up in a low-income area herself. The implication is that the program would have an even lower yield had the ratio of interns from low-income areas been lower. More importantly, another implication of making this person the star of the series is that only a person from a low-income background can really succeed in teaching in low-income area schools and that those from other backgrounds will never really be able to become a part of the community. A reader could easily conclude that those without the savvy which comes from growing up in a low-income group will never really under-

stand those in such areas and are likely to find themselves rejected or alienated in such an environment.

What needs to be depicted is a success story of a person who comes from a middle-income area but who has the sensitivity and ability to see the positive qualities in the people and culture of a low-income area. The reader needs to learn about a person who can adapt to the new surroundings and who is able to integrate new knowledge and experience into his or her teaching. May we not have a teacher who has worked with a concerned and interested parent to bring a child to a new level of achievement? May we not have a teacher who is not afraid to visit low-income homes and who learns something genuine about the people from such a visit? Certainly, there are teachers and interns who see their students and parents on weekends in community activities; how about a teacher who has a conversation with a child at a basketball game on a Saturday which enables him to relate to the child better? May we perhaps see a teacher or intern who helps a family, say by driving a child's grandmother to a doctor's appointment, and thereby begins to gain the respect of the community? These are not romanticized illusions of what can happen: good teachers in this country have such experiences every day. But a reader of the case studies would never learn this truth. Perhaps four case studies are simply too few.

Along these same lines, the descriptions of the children in low-income area schools present a stereotype of children who are nearly unteachable. With only one exception there are no depictions of positive teaching experiences which involve children who are cooperative or who really learn something from the teacher-intern. Can't we present a talented child whose ability begins to flower or a shy child who a young teacher can bring out, or an unruly child who a teacher reaches and helps to change?

Surely in the full year's experiences of four different people, there had to be more than one positive teaching experience among them. These interns could not have kept getting up every day without some of those education affirming experiences which keep every teacher going. Since

the case studies are selecting details and fictionalizing anyway, some concentration on the positive to balance the negative aspects would be in order.

C. Limited Applicability of the Case Study Experiences

While the main objective of the case studies is and should be the orientation of prospective interns to the kinds of program approaches being used by Teacher Corps, the emphasis upon the special problems of teaching in a low-income area overshadows some of the broader aspects of teaching in general which need to be highlighted. In other words, the Report implies that teaching in a low-income area is a unique experience requiring special abilities and knowledge and is not relevant to teaching in other areas; it suggests, for example, that teaching in middle-income area schools is a very different kettle of fish. Such a slant is misleading and may cause readers to think in terms of an either/or choice--either be a hero and teach in low-income area schools or be like most teachers and stay away from such schools. The creation of such an impression would do an injustice to the Teacher Corps program and limit the usefulness of the Report.

This problem would be somewhat alleviated if a few sentences were added to each case study which would show that the experience of teachers here are not unlike those which teachers encounter in every kind of school and neighborhood. New teachers anywhere may meet with resistance from established teachers; misunderstanding between teachers and people in the community can occur in any area; even in the best neighborhoods--sometimes especially so--there are parents who are "not interested in their children's schooling." Without such a reminder, however, readers may get the feeling that there has to be a better world than that found in low-income area schools. In fact, things are sometimes tough all over, or at least it must be said that the problems of teaching in low-income schools are just different but often no more frustrating than the problems of teaching anywhere. Indeed, the Report might even suggest that for many teachers the personal satisfaction of teaching in a low-income area school may be greater and may outweigh the burdens.

D. Need for a Positive Program Model

It is well-known that there are many instructionally effective schools which serve low-income students and that there are teachers who have developed styles and methods for working with students from culturally and economically deprived backgrounds. Yet not one of the interns encounters any persons or programs which operate with knowledge of such methods. Instead of presenting only the difficulties of teaching in low-income areas, the case studies need to put more emphasis upon the exciting achievements and advances that have been made and the possible emotional and professional rewards which may come from learning to adopt some of the teaching techniques which others have developed in low-income area schools.

CONCLUSION

Unfortunately, the case studies give the reader four very partial images. Although they do fulfill the specific goals listed earlier in the critique, they do not provide the breadth and depth necessary to give the teacher-intern, the in-service teacher, or any reader a fair and complete picture of the children, parents, and community members that one may find in a low-income area school. For example, there is very little in the case studies to give a new intern or any teacher a feel for the particular difficulties that children of low-income areas must overcome and to which teachers must be sensitive. In addition, the reader is given no sense that there are ever triumphs of individuals over their environment. The students and parents of low-income areas become a great faceless mass of human problems which are part of an alien world in which the individual intern must struggle with only a vague program to guide him. Interns should also be made aware of some of the strengths of the individuals who work and live in such communities. As they embark upon this new experience interns should possess a balanced picture of low-income area schools which exist in complex communities made up, like any community, of a wide variety of interesting, diverse individual people.

SAMPLE DISCUSSION QUESTIONS AND EXERCISES

Suggested Directions: The following list of discussion items and activities is intended to stimulate further thinking about the four case studies. It is intended to lead the reader to consider those issues pertaining to education in low-income areas which might otherwise be overlooked during the process of teacher training. These items should be considered samples of the types of questions which could be posed after reading the respective cases. Readers are encouraged to generate their own questions and activities based on their own interests, perspectives, and training needs.

Many of the items raise questions about prevalent stereotypes and misconceptions regarding education in low-income areas. These questions are designed to serve as consciousness-raising tools to increase the reader's awareness. The questions are in no way intended to perpetuate old stereotypes. Instead, they are intended to assist the reader in overcoming old biases and in laying the groundwork for more positive thinking and cultural sensitivity in the teacher training process.

The items have been grouped according to sectional headings in order to facilitate easy referencing of the discussion questions to their origins in the case studies' text. Each item is preceded by the case study number(s) to which it refers most directly. Those items which can be used by a reader without reviewing that case study have been starred (*). Items with just a star (*) and no case study are for general use. Please note that the discussion items need not be discussed in the order in which they have been presented here.

Section 1: Background

*1. <Case Study #1> What effect do you think growing up in a segregated community is likely to have on the success of an intern such as Julie who is preparing to teach in a low-income area school?

*2. <Case Study #1> School desegregation took place toward the end of Julie's high school education. Nevertheless, she stated that she had virtually no contact with either minority or low-income persons before she entered the Teacher Corps.

*3. <Case Study #1> Julie mentioned that teachers' pay in her community was notoriously low. What effects do you imagine this would have on the schools in that area?

*4. <Case Study #2> What advantages do you think an intern, such as Jackson, with a low-income background and prior low-income teaching experience might have to help him (or her) become a successful teacher?

*5. <Case Study #2> In what ways do you think a low-income background might make it harder for an intern such as Jackson to pursue a teaching career? Name some of the obstacles you think he (or she) might encounter. For each potential obstacle, suggest some means for overcoming the anticipated difficulties.

*6. <Case Study #2> Compare the advantages you listed in response to discussion question #4 with the obstacles cited in answer to question #5. Which of these factors do you think would have had the strongest influence on an intern entering the Teacher Corps program?

7. <Case Study #2> Jackson thought that he had not been able to to secure a regular job because he did not have the "right political connections." Do you think that this is a likely explanation? Explain. What advice would you offer Jackson if he expressed this opinion to you?

*8. Jackson felt that it would be very difficult for an outsider to establish a rapport with youngsters in a low-income area school. Do you agree? Why?

9. <Case Study #3> Do you think that Juanita's awareness of her Puerto Rican heritage and her trip to Puerto Rico helped to prepare her to teach in low-income area schools?

*10. In what ways do you think a teacher can best make use of his or her heritage and cultural experience when teaching in a low-income area school?

*11. What is the current national rate of unemployment? What is the unemployment rate for whites? For blacks? What is the unemployment rate in your community? If your community is not in a low-income area, find out the unemployment rate for a nearby low-income community. What are the differences? How have they come about?

*12. <Case Study #4> Do you think that experience as a single parent could help to prepare an intern such as Joyce to become a successful teacher in a low-income area school? Explain.

*13. <Case Study #4> In what ways do you think that serving as a parent aide for a Title I project might help to prepare an intern such as Joyce to teach in a low-income area school?

14. <Case Study #1, #2, #3, #4> Each of the four interns came to the Teacher Corps with a different set of prior experiences. Which interns grew up in low-income area communities? Who had

prior teaching experience? Rank the four interns according to their degree of preparedness for teaching in low-income area schools. Explain your criteria.

*15. In what type of a community did you grow up and go to school? In what way do you feel your previous experience affects (or will affect) you as a teacher?

*16. In groups of three, share some thoughts about your two best friends when you were growing up. What was their lifestyle like? Their families? Their parents' jobs? What are these friends doing now?

*17. Often people consider it impolite or inappropriate to discuss socioeconomic status. Why do you think this is the case? How do you personally feel? Share your thoughts with another person in your class.

18. <Case Study #1, #2, #3, #4> If you were to apply as a trainee to one of the four projects, A, B, C, or D, which would you choose? Explain the reasons for your choice.

Section 2: Orientation

19. <Case Study #1> From what you know about Project A, write an overview of the Project A goals and approach to preparing teachers for low-income area schools which you feel would be helpful to Julie during her orientation period.

20. <Case Study #2> What do you think Jackson could teach the other interns at Project B about low-income area schools?

21. <Case Study #2> From what you know about Project B, write an overview of the Project B goals and approach to preparing teachers for low-income area schools which you feel would help clarify the program to Jackson.

*22. <Case Study #3> Juanita thought it would be valuable for her and the other Project C interns to take an active role in designing their own training program for teaching in low-income area schools. What do you see as the benefits of such active participation in training design? What might be some possible disadvantages?

23. <Case Study #3> From what you know about Project C, write an overview of the Project C goals and approach to preparing teachers for low-income area schools which you feel would help clarify the program to Juanita.

24. <Case Study #4> From what you know about Project D, write an overview of the Project D goals and approach to preparing teachers for low-income area schools which you feel would help clarify the program to Joyce.

*25. Why might rural low-income school districts have been consolidated with a nearby urban district?

26. <Case Study #4> What do you think might have been the reasons behind the Project D interns' fears of making the home visitations as scheduled? Write a leter to the Project D Team Leader explaining these reasons. How do you think you might have felt if you had been in their position?

*27. The interns in Project D studied the characteristics of their community. Drive through a low-income area and a middle-class area near where you live. Take a walk through each area. If you have the opportunity, arrange to visit some homes in each area. If possible, bring a camera and take photographs in each area. Then:

a) Identify the more obvious differences between the respective areas (i.e., housing, transportation, language, population density, ethnic and racial characteristics, etc.).

b) Recount the impressions you received about the lifestyles characteristic of each area; what appears to be valued most in each community? How can you tell?

28. <Case Study #4> Why do you think Joyce might have thought that cultivating a sense of ethnic identity was only appropriate for members of a minority cultural group?

*29. Complete a family tree, paying attention to the socioeconomic status of your family members. Was it easy for you to obtain the necessary information? Can you notice any patterns of socioeconomic status in your family tree?

30. <Case Study #1, #2, #3, #4> Projects A, B, C, and D all shared the common goal of preparing teachers for low-income area schools. Nevertheless, their approaches to training varied considerably. Write a one paragraph goal statement for each project characterizing their respective approaches.

Section 3: CMTI

31. <Case Study #1> Julie and her CMTI roommate, Debbie, came from very different cultural backgrounds and therefore had very divergent value orientations. Their friendship at CMTI and subsequent correspondence allowed them to engage in an exchange of opinions. Write a letter that Debbie might write to Julie. Then, write a letter from Julie in response. What does this exchange have to do with teacher preparation for low-income area schools?

32. <Case Study #1> Why do you think that Julie was amazed at the intelligence of her black instructors at CMTI? How do you think her attitude might affect her performance as a teacher in a low-income school?

33. <Case Study #1> Julie thought that her experiences at CMTI had "increased her understanding of black people." What do you think she meant by this? What biases are inherent in her statement? Explain.

34. <Case Study #1> At CMTI, Julie examined some of her prejudices. Review Case Study #1 and identify all the prejudices which you feel are evident from Julie's attitudes and reactions expressed throughout the course of the year. Indicate what effect you think each of these is likely to have on a teacher in a low-income area school.

*35. <Case Study #2> Jackson felt that he received a mixed message regarding the role of interns as change agents in the Teacher Corps program. Select one of the two following positions:

a) Interns should function as change agents in low-income area schools; or

b) Interns should not function as change agents in low-income area schools,

and write a letter to Jackson in which you explain the rationale for your position.

*36. Do you think that the role and activities of a change agent would differ in a low-income as opposed to a middle-class area school? Explain these differences, or lack of differences. Use as many specific examples as possible.

*37. <Case Study #1, #2, #3> Make a list of the types of exaggerated ethnic stereotypes which might have been included in the skit performed by the Project B team. Have each person assume a different possible audience member, such as Team Leader, Jackson, Julie, Juanita, white middle-class parent, school principal, minority teacher, etc. Have each person answer the following questions:

a) Would you have found a skit based on these stereotypes humorous?

b) What parts would you have found humorous? What made them funny for you?

c) Would you have found any parts offensive?

d) What did you learn about ethnic stereotyping?

*38. What stereotypes exist about low-income people? What stereotypes have you heard about low-income area schools? About low-income students? About low-income parents? How do you think these stereotypes came into being? What effects do these stereotypes have on education in low-income area schools? What can be done to eliminate such stereotypes? What can you personally do?

*39. Juanita felt that her CMTI learnings were valuable because there was considerable carryover into her local project and her experience in the classroom. Can you describe anything that you have learned today which you feel that you will be able to apply as a teacher in a low-income area school? Pair up with one or two other persons and share your experiences.

40. <Case Study #4> Some of the Project D interns felt personally attacked during a discussion of black and white issues. If you were their Team Leader, what might you say to improve communications?

41. <Case Study #1, #2, #3, #4> Compare the four Teacher Corps projects with respect to the degree to which CMTI experiences were carried over into the local project. Which project was most successful? Why? Which was least successful? Why?

42. <Case Study #1, #2> Compare the effects of Julie's and Jackson's CMTI experience on their relationships with the other interns in their projects. What differences do you notice? What similarities?

Section 4: Post-CMTI

43. <Case Study #1> Why do you think Julie felt a need to place limitations on her friendships with the black interns? What might you say to her about this if you were (a) her Team Leader, (b) her mother, (c) one of the black interns?

44. <Case Study #2> Choose one person to assume Jackson's role and choose another person to take the part of one of the white interns who did not sit with him at the Policy Board dinner as planned. Role play their discussion the following day about what happened at the dinner meeting. Then, introduce a third person as a Project B staff member to help the two interns resolve their conflict. Which staff member did you select as most helpful in easing the conflict? What are some of the ways communication could be improved in this situation?

45. <Case Study #2> Why do you think that the teachers in the low-income schools affiliated with Project B had a different reaction to the interns' ethnic stereotype skit, as compared with the CMTI participants?

*46. Juanita studied the norms, communications systems, and authority structures of low-income area schools. What do you think a new teacher in a low-income area school needs to know about each of these three factors?

*47. Juanita engaged in an extensive textbook review. Gather a selection of textbooks used in a low-income area elementary school. Can you identify racism or sexism in these books? Can you identify middle-class bias in these books which would diminish their relevance for low-income students? Where is this bias evident: In illustrations? In vocabulary? In exercises?

*48. Select a subject area (i.e., English, Biology, Spanish, etc.). Find out what textbooks are used in this subject area in a low-income school and in a middle-income school. How do the materials compare? Examine the two sets of books for (a) instructional quality, (b) publication dates, (c) price, (d) physical condition/upkeep, and (e) variety of different books available.

Section 5: Academic Coursework

*49. <Case Study #1> In what ways do you think a study of Native American cultures might help to prepare an intern such as Julie for teaching in a low-income area school?

*50. Julie felt that her classes which were attended by local teachers were geared for the inservice needs of the teachers. Do you think that pre-service training needs for low-income area schools differ from inservice training needs for low-income area schools? Explain.

*51. Julie had difficulty fully comprehending some of the materials presented in her classes. Suggest some practical activities which might have helped illustrate concepts in the following areas:

a) Basic methods for teaching elementary level reading in a low-income area school

b) Classroom management in a low-income area school

c) Recognizing the characteristics of an exceptional child in a low-income area school

d) Individualized Education Programs (IEPs) in a low-income area school

e) Learning style differences

*52. <Case Study #1> Julie perceived a friction between the inservice teachers in her classes and their university professors. Assume that you are one of these teachers; what do you think that interns such as Julie need to know about teaching in a low-income area school that the professors may not have taught them?

*53. Jackson felt that teachers in low-income area schools too often fail to recognize their students' uniqueness. Do you agree? Give some examples and explain why you think this is, or is not, an accurate impression.

54. <Case Study #2> What standard behavioral solutions might Jackson have been referring to in his Learning and Behavior Problems class? What do you think is wrong with such solutions and how can they be avoided?

55. <Case Study #3> Juanita enjoyed having the inservice teachers as her classmates. What aspects of Project C do you think allowed the interns and teachers to develop positive relationships? On a professional level? On a personal level?

*56. The Project C interns took a tour of their community. Design a community tour of your community. What would you tell a newcomer to your community by way of introduction? If your community is not a low-income community, what do you feel a newcomer should be told, or shown, by way of introduction to a low-income community?

*57. What is meant by an ethnographic understanding of a community? How is such an understanding important in a low-income community?

*58. What learning styles seem to be characteristic of students in a low-income area school? What is the source of information on which you have based your answer to this question?

Section 6: School Experience

*59. What are some of the differences between teaching in an elementary school and a secondary school with respect to (a) administrative structure, (b) school climate, (c) student/-teacher relations, (d) race relations, (e) parent involvement, (f) facilities, and (g) student motivation? In particular, what can you say about the differences between elementary and secondary low-income area schools?

60. <Case Study #1> Imagine that "Joey" is a child in one of the elementary schools where Julie observed. Write a narrative describing a typical day for Joey. Include information such as the following: (a) when he wakes up, (b) what he has for breakfast, (c) how he gets to school, (d) his friends, (e) his teacher, (f) lunch, (g) what he is learning, (h) his feelings about school, and (i) what he does after school.

61. <Case Study #1> Imagine that Joey's mother comes to school to have a conference with Joey's teacher. Have one person role play the teacher and another person role play the mother. Switch roles and see what the other person's experience is like. What does Joey's mother have to say? What does the teacher want to tell Joey's mother? Is it easy or difficult for them to communicate? Why?

*62. <Case Study #1> Develop a strategy for teaching a child like the quiet little boy in Julie's school how to read. Describe a sequence of activities that you would recommend for him/her. In what ways do you think the child's parent, or a parent aide, could be of assistance in this process?

*63. What effects are an ability grouping system likely to have on students in a low-income area?

*64. Get a copy of the California Aptitude Test. Do you feel that it is a culture-fair test?

*65. Considerable research has been conducted on the question of teacher expectations. What do the researchers have to say about the effects of teacher expectations on student achievement? On other learning behaviors? Are the researchers in agreement about their findings? What does this research say about teacher expectations and students in low-income area schools?

*66. <Case Study #1> Julie and Doris felt that they should not have to observe or practice teach on the secondary level if they were only interested in certification at the elementary level. Do you agree or disagree with their opinion about training? Support your position.

67. <Case Study #1> Do you think that Julie was acting in a racist manner when she contradicted Mrs. A.? Why, or why not?

*68. <Case Study #1, #4> What are your reactions to paddling as a means of imposing discipline in a low-income area school? Do you think it should be allowed? Why, or why not?

*69. Julie wished that she could learn alternative means of discipline since she was very uncomfortable with paddling. For each of the following hypothetical elementary school incidents, suggest what you would consider an alternative means of discipline:

a) Jimmy takes Joey's lunch and Joey retaliates by beating up Jimmy.

b) Dudley has ripped three pages out of his science book, and you catch him throwing them in the wastebasket.

c) JoAnn hands in her book report late. You discover that she has cheated and copied Dorcas' report from last week.

d) You come into the classroom and see Diane standing on your desk.

70. <Case Study #2> Why do you think teachers in the low-income area school found Jackson's and the other Project B interns' presence in their classroom threatening?

*71. <Case Study #2> Jackson had difficulty communicating with the classroom teacher whom he had observed teaching. Conduct a role play of an intern such as Jackson and a classroom teacher discussing the following topics which might have emerged from his classroom observations:

a) The intern has observed a unit on map making and wants to discuss with the teacher ways to make the unit have greater relevance to the low-income students.

b) The intern has observed a child who is very tired and sleeps in class. Conduct a role play in which this problem is raised without making the teacher defensive.

Now, reverse roles; have the person who played the intern play the teacher and the person who played the teacher be the intern for the following exercises:

c) The intern wants to suggest to the teacher that bilingual activities be included in a unit on South America.

d) The intern feels that the teacher was not right in disciplining a student for cheating and wants to share with the teacher his observations of the student's honesty.

*72. Jackson felt a need for a more integrated curriculum in the classes he observed. Help design activities which would make the following classes more relevant for students in a low-income area school:

a) A unit on English grammar focusing on the use of adjectives.
b) A unit in math on fractions.
c) A social studies unit on Brazil.
d) A science unit on reptiles.

*73. <Case Study #2> Jackson and Delores experienced a conflict of professional styles when they attempted to team teach. Role play team teaching a mini-lesson with one person assuming an assertive role and the other person remaining relatively quiet. Then, midway through the lesson, reverse the roles. Afterwards discuss:

a) Which role felt most comfortable.
b) Any conflicts which arose.
c) Any benefits or positive complements which resulted.
d) Implications for the students, particularly in a low-income area school.

Finally, role play the team teaching with balanced roles, and neither partner more assertive. How does this compare?

74. <Case Study #2> How do you feel about Jackson's using street language with a student? Do you think he was acting in an unprofessional manner? Explain your position.

*75. Write a dialogue in which a student uses profanities in the presence of a teacher. Let your dialogue reveal how you would handle a student's behavior of this sort if you were the teacher.

*76. <Case Study #2> Jackson thought that overemphasis on language was an example of cultural bias against the low-income student. What do you think he meant by this statement? Do you agree or disagree? Explain.

*77. <Case Study #3> Juanita assumed the role of an "agent of creativity" in her school experiences. What functions do you think an "agent of creativity" could perform in a low-income area school? Do you think this type of a role would serve as helpful preparation for teaching in a low-income area school? Why, or why not?

78. <Case Study #3> Juanita led her class in a simulation activity designed to give the students a feeling for what it is like to communicate across cultural lines. Redesign this simulation activity (described in Case Study #3, page) so that it will stimulate an understanding of socioeconomic differences in addition to, or instead of, just cultural differences. Try out your version of this exercise on a group of your classmates or with a group of school youngsters. How successfully does the exercise accomplish its objective?

*79. Arrange visits to a low-income area high school and to a high school in a middle-income area. In each school, make a brief study of the audiovisual resources:

a) Visit the audiovisual center, if there is one.

b) Find out who is in charge of the equipment and interview that person(s).

c) Find out what kind of equipment/materials are available.

d) Find out how accessible the equipment/materials are.

e) Interview several teachers about their use of audiovisual aids, any problems encountered, etc.

Write a report of your findings, indicating how the situations in each of the two schools compare.

*80. Design two projects using audiovisual aids which could be implemented at the elementary level in a low-income area school. Then, design two additional such activities for implementation in a low-income area high school.

*81. Make a list of the careers you imagine students in a low-income area school would be expected to choose. Form groups of two or three and compare your lists. What are the similarities and differences of your respective expectations? Discuss with each other how you arrived at your list.

*82. What role do you think a teacher in a low-income school should play with respect to developing the career awareness of students in that school?

83. <Case Study #3> One of the regular teachers with whom Juanita worked thought that only the more advanced students who had completed their homework should be allowed to work with the interns. Do you agree? Explain.

*84. Identify three different observation techniques. Experiment with each of these approaches in a low-income classroom. Which do you find most valuable? For what reasons?

*85. Do you think that there is such a thing as a model of a "good" teacher? If not, why not? How does your description compare with that offered by Joyce after she observed Mrs. D.?

*86. Do you think that there is such a thing as a model of a "bad" teacher in a low-income area school? Can you describe such a model? If not, why not?

*87. Have everybody in the group compare their answers to question #85 and #86. What are the commonalities and the differences?

*88. Do you think that a teacher, or intern, preparing to teach in a low-income area school should

a) observe only the "good" teachers in that school, or
b) observe both "good" and "bad" teachers?

Give the reasons for your choice.

*89. Do you agree with Joyce that caring and dedication are the most important traits of a successful teacher in a low-income area school? If not, what do you think is more important? Do you think that these traits can be acquired during a teacher training program? How?

90. <Case Study #4> Joyce was not satisfied with the way in which she handled the little girl who called her a "bitch." Conduct a role play of this situation (as described in Case Study #4, page). Try the following alternative ways of handling the situation:

a) strict discipline in the school;
b) sending the girl to the Principal;
c) talking it out with her;
d) ignoring her;
e) a method of your own choosing.

Which way felt most comfortable for you as the teacher? Which was most effective? How did the person who role played the girl feel about the different methods? How did any of the observers feel?

91. <Case Study #4> Joyce noticed that the little girl forgot her punishment quite quickly. Why do you think that this might have happened?

92. <Case Study #4> What do you think Joyce meant when she said that she thought that there was a fertile ground for misunderstandings between herself and her low-income students?

*93. Visit a low-income and a middle-income area school. Compare the schools with regard to the following: (a) the buildings, b) class size, c) racial and ethnic breakdown of students and of staff, and d) rules and regulations. Arrange to observe comparable classes in each school. Compare the classes with respect to a) teacher attitudes, b) learning styles, c) discipline, d) books and materials, and e) homework assignments.

Section 7: Community Experience

94. <Case Study #1> Julie was disappointed because few teachers knew about or used the Community Resource File and Booklet which she and the other interns prepared. Can you offer her some suggestions for increasing the utilization of her product?

95. <Case Study #1> Julie was advised by her Team Leader not to select a church activity for her community experience. Do you agree with the Team Leader's position? Why, or why not?

*96. Jackson said he wanted to convey the value of education to low-income youth. List the ways by which you think this value can best be conveyed.

*97. Conduct a series of interviews with people in your community. What do they see as the most important issues facing the community? What do they see as the educational needs of the community? The economic development needs?

*98. Identify at least a dozen community resources which could be used as the basis of special projects, special presentations, or field trips in a low-income area school.

*99. <Case Study #4> Why do you think that Joyce concluded that fewer low-income than middle-income parents tended to take an active role in their childrens' education? Explain.

*100. <Case Study #4> Joyce felt that she was in conflict with the Teacher Corps Project D goals because she did not feel that it was appropriate for her to take an active role in encouraging parent participation. Organize a debate, with one person advocating an active role to increase parent participation and another person recommending a laissez-faire attitude according to which parents are left to do as they would.

Section 8: Future Plans

*101. <Case Study #1> Julie tended to equate low-income and minority groups, probably because a high percentage of the low-income community tended to be minority. How do you think this situation came about? Can you suggest some ways in which Julie could learn to better distinguish between these two groups?

*102. Julie concluded that it would probably be easier to teach in a middle- or high-income area, as opposed to a low-income area school. Do you agree with her? Explain your position.

*103. <Case Study #2> At the end of the first year of their training, Jackson and his fellow interns were feeling disillusioned with teaching. What would you say to them if you wanted to revive their dedication to teaching in low-income area schools?

104. <Case Study #2> Jackson observed that the minority staff members of Project B were "the last hired and the first fired." What did he mean by this? Why do you think it happened? What effect do you think this situation had on the training for low-income area schools? How might it be avoided?

*105. <Case Study #2> Jackson wished that he could have found the minority staff at Project B more accessible. In what ways do you think the minority staff could have been especially helpful? Draw up a list of specific questions or problems which an intern such as Jackson might have addressed to these staff members during the course of the year. Form small two- or three-person discussion groups and share your lists. How are they different/similar? Do these differences reflect differences in your respective experiences?

*106. Juanita felt that she had learned about the special needs of low-income students. Do you think low-income students have special needs? If so, how would you describe them?

*107. <Case Study #3> Juanita felt that a teacher in a low-income area school should take the every-day reality of the students as a starting point. What do you think she meant by this statement? What is this every-day reality like, and how do you think it should be used as an educational starting point?

*108. How might a teacher's own cultural identity and awareness be used as a critical factor in a low-income classroom?

*109. How could education that is multicultural transform the quality of education in a low-income area school?

110. <Case Study #4> In what ways do you feel that Project D helped Joyce to be better prepared to teach in a low-income area school? Are there any ways in which you feel the program fell short?

111. <Case Study #1, #2, #3, #4> Reread the case studies. Take a separate page for each of the four interns and make a list of the skills and awarenesses each developed during their first year with the Teacher Corps. Were they learning similar or different skills? What skills and awarenesses do you think a teacher needs to develop in order to be prepared to teach in a low-income area school?

*112. Conduct a debate with persons assuming the following respective positions:

a) Special training is needed to prepare a teacher to be effective in a low-income area school.

b) Teachers all need to receive the same training, regardless of the setting in which they expect to teach; an effective teacher is an effective teacher, whether preparing for a low-income or a middle-class school.

*113. Discuss your future plans with other members of your class or group. Describe the community where you would most like to teach. How does it compare with the community where you grew up?

ANNOTATED BIBLIOGRAPHY

The following publications have been selected as potential resources for teachers entering low-income area schools. This list, by no means exhaustive, includes primarily books and covers a number of topic areas: (1) Understanding poverty; (2) Promoting multiculturalism; (3) Overcoming racism and prejudice; and (4) Change in the schools. In each area, the emphasis is on presenting positive alternatives for new teachers.

1. Understanding Poverty

Teachers preparing to teach in low-income area schools need to understand the causes as well as the effects of poverty. The following books discuss poverty from economic, sociological, psychological and political points of view. These authors discuss the implications of income and lifestyle on education without "blaming the victims."

Beer, S. and Barringer, R. (Eds.) The State and the Poor. Cambridge, MA: Winthrop Pub., 1970. A discussion of poverty in Massachusetts as well as suggestions for what the state can do to alleviate poverty.

Bloomberg, W. and Schmandt, H. (Eds.) Urban Poverty: Its Social and Political Dimensions. Beverly Hills, CA: Sage Publications, 1970. A collection of essays on poverty, the "war on poverty" and community action programs.

Davis, K.S. (Ed.) The Paradox of Poverty in America. New York: H.W. Wilson Co., 1969. A collection of major essays describing the extent and nature of poverty in the various sectors of the American population.

Ferman, L.A., Kornbluh, J.L. and Haber, A. Poverty in America: A Book of Readings. Ann Arbor, MI: University of Michigan Press, 1965. Collected essays on the definitions and prevalence of poverty, economics, values and lifestyles of the poor, as well as critiques of anti-poverty programs.

Green, R. The Urban Challenge--Poverty and Race. Chicago, IL: Follett Pub., 1977. The author's perceptions of current urban problems and their solutions grow out of extensive experience with urban affairs.

Harrington, M. The Other America: Poverty in the United States. New York: MacMillan, 1962. One of the first widely read volumes demonstrating that poverty has not been eliminated in the United States.

Katz, M. (Ed.) Class, Bureaucracy and Schools. New York: Praeger Publishers, 1971. An economic analysis of educational systems in the United States.

Larner, J. and Howe, I. (Eds.) Poverty: Views from the Left. New York: William Morrow & Co., 1968. Collected essays on combating poverty, reprinted from Dissent magazine.

Masters, S.H. Black-White Income Differentials: Empirical Studies and Policy Implications. New York: Academic Press, 1975. Produced by the Institute for Research on Poverty at the University of Wisconsin, this volume discusses means for combating poverty.

Meissner, H.H. (Ed.) Poverty in the Affluent Society. New York: Harper and Row, 1966. Essays on the history of poverty as well as the culture of poverty.

Milwaukee County Welfare Rights Organization. Welfare Mothers Speak Out--We Ain't Gonna Shuffle Anymore. New York: W.W. Norton & Co., 1972. A group of women discuss their experiences with the welfare system and the inequities of poverty.

Perlman, R. The Economics of Poverty. New York: McGraw Hill, 1976. Discussion of the causes of poverty as well as its effects on different subgroups (i.e., blacks, women, children, the elderly).

Ryan, W. Blaming the Victim. New York: Vantage, 1972. Discussion of how the victims of poverty are blamed, rather than the inequities of the socioeconomic system.

Shewbridge, E. Portraits of Poverty. New York: W.W. Norton & Co., 1972. An attempt to counteract stereotypes of the poor by presenting case histories which reveal the lack of genuine national concern for the poor.

Stern, P.M. and deVincent, G. The Shame of a Nation. New York: Ivan Obolensky, 1965. Photographic essay prepared for young audiences illustrating, with dignity, the lives of poor Americans.

Thurow, L.C. Poverty and Discimination. Washington, D.C.: The Brookings Institution, 1969. An economist looks at the relationship between poverty and racism.

Thompkins, D.C. Poverty in the United States During the Sixties: A Bibliography. Berkeley, CA: Institute of Governmental Studies, 1970. A vast number of sources, listed under different subheadings, all related to poverty.

Valentine, C.A. Culture and Poverty Critique and Counter-Proposals. Chicago, University of Chicago Press, 1968. Discussion of the "culture of poverty" from an ethnographic standpoint and the need for challenging old stereotypes of the poor.

Yette, S. The Choice. New York: Berkeley Medallion Pub., 1972. Raises the question of an American choice and the threat of genocide for the poor and minorities.

2. Promoting Multiculturalism

Teachers in low-income area schools need to understand the cultural backgrounds of their students. The following sources discuss the dynamics of culture, particularly within the setting of urban or low-income area schools. These sources stress the strengths of different racial and ethnic groups. However, representation of a wide range of ethnic groups was beyond the scope of this listing.

Acuña, R. Cultures in Conflict Problems of the Mexican Americans. New York: Charter School Books, 1970. Textbook prepared in Los Angeles aimed at helping students understand culture as it affects everyday life. A classroom resource.

Cheyney, A.B. (Ed.) The Ripe Harvest Educating Migrant Children. Coral Gables, FL: University of Miami Press, 1972. Anthology of those concerned with the education of migrant children. Consideration of cultural as well as curriculum issues.

Cross, D.E., Baker, G.G. and Stiles, L.J. (Eds.) Teaching in a Multicultural Society. Perspectives and Professional Strategies. New York: The Free Press, 1977. Collected essays on the history and philosophy of multiculturalsm as well as chapters on the "Intellectual Strengths of Minority Children" and "Modifying Curriculums to Meet Multicultural Needs."

Ginsburg, H. The Myth of the Deprived Child--Poor Children's Intellect and Education. Englewood Cliffs, NJ: Prentice-Hall, 1972. Contradicts much prior research as well as compensatory education plans which have labelled the poor child as "deprived."

Gold, M.J.,Grant, C.A. and Rivlin, H.N. (Eds.) In Praise of Diversity: A Resource Book for Multicultural Education. Washington, D.C.: Association of Teacher Educators, 1977. A collection of suggested activities presenting a coherent multicultural approach.

Hines, J.S. Racial and Ethnic Relations. Greensboro, NC: Wm. Brown Pub.: 1974. An introductory sociology monograph examining different ethnic subcultures and suggesting further reading.

Johnson, C.S. Education and the Cultural Process. New York: Negro University Press, 1970. Report for a symposium held in 1941, but with current relevance for multicultural education.

Keddie, N. (Ed.) The Myth of Cultural Deprivation. Middlesex, England: Penguin, 1973. Challenged the concept of "deprivation" which provides a negative view of cultural difference.

Ogbu, J.U. The Next Generation: An Ethnography of Education in an Urban Neighborhood. New York: Academic Press, 1974. An anthropologist talks about "Burgherside," a low-income neighborhood in Stockton, California.

Pantoju, A., Blourook, B. and Boweran, J. (Eds.) Badges and Indicia of Slavery: Cultural Pluralsim ReDefined. Lincoln, NE: University of Nebraska, 1975. Promotes cultural pluralism, including an extensive bibliography selected to pluralism.

Pasternak, M.G. Helping Kids Learn Multicultural Concepts: A Handbook of Strategies. Champaign, IL: Research Press Co., 1979. A practical guide for the teacher.

Riessman, F. The Inner-City Child. New York: Harper & Row, 1976. A rewrite of the author's earlier volume, The Culturally Deprived Child, in which he takes a new, more positive approach. Includes a chapter on "The Strengths of Black Culture" as well as strategies to improve education in the inner city.

Szasz, M.C. Education and the American Indian. Albuquerque, NM: University of New Mexico Press, 1977. Overview of history and policies influencing the education of Native Americans.

Thompson, T. (Ed.) The Schooling of Native America. Washington, D.C.: Teacher Corps, 1978. Issues in education for Native Americans, emphasis on multicultural strategies.

Willie, C.V. (Ed.) Black, Brown, White Relations: Race Relations in the 1970s. New Brunswick, NJ: Transaction Books, 1977. Collected essays on the subjects of race, power and social change.

Willie, C.V. A New Look at Black Families. New York: General Hall, 1979. A positive view of Black families of different income levels.

3. Overcoming Racism and Prejudice

Teachers in low-income area schools need to overcome racism and negative stereotyping of the poor and minorities. The following sources discuss the causes and effects of racial bias and discrimination, with particular emphasis on racism in low-income areas. Many sources present strategies for combating racist attitudes.

Allport, G. The Nature of Prejudice. Garden City, NJ: Doubleday Anchor Books, 1958. Now classic study on the origins of prejudice.

Blumberg, R.G. and Roye, W.J. Interracial Bonds. Bayside, NY: General Hall, 1979. Presents successful establishment of interracial contact, including a chapter on positive race relations in desegregated school settings.

Clark, K. Prejudice and Your Child. Boston: Beacon Press, 1955. Discussion of what parents, schools and church groups can do to reduce prejudice. Still a valuable resource after 25 years.

Clock, C.Y., Wuthnow, R., Piliavih, J.A. and Spencer, M. Adolescent Prejudice. New York: Harper & Row, 1975. Reports a study of religious and racial stereotyping and prejudice among a secondary school population. Considers methods for successfully combating prejudice.

Epstein, C. Affective Subjects in the Classroom: Exploring Race, Sex and Drugs. Scranton, PA: Intext Educational Pub., 1972. A practical guide for teachers wishing to incorporate affective development related to racism/sexism in their classes.

Goodman, M.E. Race Awareness in Young Children. New York: Collier Books, 1952. Study by a cultural anthropologist demonstrating the formation of racial attitudes among four-year-olds.

Hauser, S.T. Black and White Identity Formation: Studies in the Psychosocial Development of Lower Socioeconomic Class Adolescent Boys. New York: Wiley-Interscience, 1971. Reports a study of adolescent self-image development, taking into account environmental influences.

Katz, P. (Ed.) Toward the Elimination of Racism. New York: Pergamon Press, 1976. A positive outlook on removing racial barriers.

Lernwand, G. Racism. New York: Pocket Books, 1972. How racism has affected different ethnic groups, with selected readings designed for a popular audience.

Porter, J. Black Child, White Child: The Development of Racial Attitudes. Cambridge, MA: Harvard University Press, 1971. Study of the formation of racial attitudes and their effect on self-esteem and interaction.

Steinfield, M. Circles in the Melting Pot: Racism and Discrimination in American History. Beverly Hills: Glencoe Press, 1970. Historical roots of racism in American society.

Williams, J.L. and Morland, J.K. Race, Color, and the Young Child. Chapel Hill, NC: University of North Carolina Press, 1976. Summarizes research findings related to formation of racial attitudes.

Willie, C.V., Kramer, B.M. and Brown, B.S. (Eds.) Racism and Mental Health--Essays. Pittsburgh, PA: University of Pittsburgh Press, 1973. Collected essays on the clinical aspects of racism as well as proposed action strategies.

4. Changing the Schools

Teachers need to develop positive attitudes for teaching in low-income area schools. The following sources include both personal accounts of teaching in low-income area schools as well as sociological economic and political analyses of the American educational system. Many of these

sources emphasize the need for creating alternatives to the existing system. In addition, some sources include practical suggestions for success in the schools.

Bowles, S. and Gintis, H. Schooling in Capitalist America--Educational Reform and the Contradiction of Economic Life. New York: Basic Books, 1976. A radical critique of the American educational system, written from an economic standpoint.

Coles, R. Children of Crisis--A Study of Courage and Fear. Boston: Little, Brown & Co., 1967. Insights into the lives of teachers and students in the South, written from the first-hand observations of a psychiatrist.

Cottle, T.J. Barred From School: Two Million Children. Washington, D.C.: New Republic Books, 1978. A look at the effects of poverty and racism, and children deprived of their educational rights.

Davies, D. (Ed.) Schools Where Parents Make a Difference. Boston: Institute for Responsive Education, 1976. A series of essays on involving parents in schools, with an emphasis on engaging parents from different ethnic groups.

Foster, M.A. Making Schools Work--Strategies for Changing Education. Philadelphia, PA: The Westminster Press, 1971. A success story by the superintendent of Oakland, California schools, describing positive changes in an urban school system.

Goodman, P. Compulsory Miseducation. New York: Vintage, 1964. Radical critique of the American school system.

Gross, B. and Gross, R. (Eds.) Radical School Reform. New York: Simon and Schuster, 1969. A collection of essays by well-known educators who believe that the American system of education needs to undergo radical change. Makes it clear that the students themselves are not to blame.

Haskins, J. Diary of a Harlem School Teacher. New York: Grove Press, 1969. Personal account of an inner city school teacher.

Henderson, G. and Bibens, R.F. Teachers Should Care--Social Perspectives of Teaching. New York: Harper & Row, 1970. Suggestions for aiding teachers in raising their expectations for students; emphasis on raising self-esteem and motivation among culturally diverse student groups.

Hough, J.T. A Peck of Salt--A Year in the Ghetto. Boston: Little, Brown & Co., 1970. Narrative account of the lives of several children, based on the author's sensitive observations.

Kozol, J. Death at an Early Age--The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools. Boston: Houghton Mifflin Co., 1967. First-hand account of a teacher in the inner city school.

Lurie, E. How to Change the Schools--A Parents' Action Handbook on How to Fight the System. New York: Vintage Books, 1970. A practical guide for parents, also useful for teachers dealing with parents.

Menacker, J. Vitalizing Guidance in Urban Schools. New York: Dodd, Mead & Co., 1974. A former inner-city counselor suggests strategies for improving guidance to meet the needs of poor and minority students. Emphasis on student advocacy and using the city as a resource.

Noar, G. Teaching and Learning the Democratic Way. Englewood Cliffs, NJ: Prentice-Hall, 1963. Includes principles and facts for teachers relating to race and distribution, as well as resources to aid teachers in introducing this subject in the classroom.

Schrank, J. Teaching Human Beings 101 Subversive Activities for the Classroom. Boston: Beacon Press, 1972. A collection of activities, some of which deal with attitudes and stereotyping.

Searle, C. The World in a Classroom. London: Writers and Readers Publishing Cooperative, 1977. One teacher's account of combating racism in a multiethnic, low-income community in London.

Silberman, D. Crisis in the Classroom. New York: Vintage, 1971. Critique of the American school system.

Stiles, L.T. (Ed.) Theories for Teaching. New York: Dodd, Mead & Co., 1974. Prepared by a team of anthropologists, educators, sociologists and psychologists, this volume takes a look at theories of learning and individual differences with practical suggestions for teachers.

Walberg, H.J. and Kopan, A.T. (Eds.) Rethinking Urban Education. San Francisco: Jossey-Bass, 1972. Urban education from psychological, sociological, historical and philosophical perspectives, including a section on problems faced by new teachers in urban schools setting.

Wasserman, M. (Ed.) Demystifying School: Writings and Experiences. New York: Praeger Pub., 1974. A collection of essays addressing the myths and realities of American schools, with an emphasis on developing positive alternatives to dehumanizing circumstances.

5. Journals

The following are among many journals which present discussions of relevance to teachers preparing for low-income area schools. A review of back issues of these journals will reveal a wealth of relevant research and materials.

Journal of Ethnic Studies. Western Washington University, Bellingham, WA. This journal is a forum for multicultural issues in education.

The Journal of Negro Education. The Howard University Press, Washington, D.C. Published quarterly, this journal is devoted to educational issues especially pertaining to minorities.

Integrated Education. Northwestern University, Evanston, IL. Published every other month, this journal reports on desegregated schools and related educational issues.

Urban Education. Sage Publications, Beverly Hills, CA. This quarterly journal offers a sociological perspective on education in inner-city schools.